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ABSTRACT

The Hawkins Stafford Act of 1988 amended the Elementary and Secondary Education Act of 1965. Chapter 1 provides financial assistance through the state education agencies to local education agencies to meet the special needs of educationally disadvantaged children in areas with high concentrations of children from low-income families, as well as the needs of children in local institutions for neglected or delinquent children. This handbook is designed to accomplish the following: (1) assist districts in preparing applications, meeting program requirements, and improving Chapter 1 programs; (2) assist school districts in administering Chapter 1 programs; (3) assist in parental efforts to become involved in Chapter 1 programs; and (4) ensure that state administrators apply and enforce Chapter 1 requirements uniformly. The handbook includes an introduction and the following sections: (1) basic grant allocation; (2) fund carryover; (3) uses of funds; (4) assurances and applications; (5) eligible schools; (6) eligible children; (7) schoolwide projects; (8) parental involvement; (9) services for private school children; (10) fiscal requirements; (11) evaluation; (12) program improvement; and (13) assignment of personnel. Each section is cross-referenced with the United States policy manual. Numerous forms, tables, and figures are included. (SLD)

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Chapter 1 in Oregon

OREGON'S CHAPTER 1 HANDBOOK

1991

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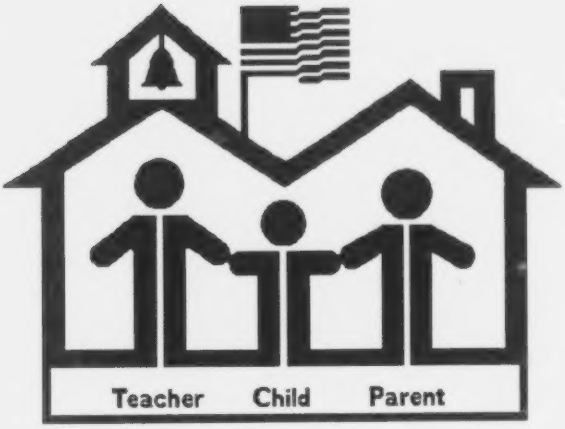

UD 028 302

• Norma Paulus, State Superintendent of Public Instruction • Oregon Department of Education, 700 Pringle Parkway SE • Salem, Oregon 97310-0290 •

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OREGON'S CHAPTER 1 HANDBOOK

Elementary and Secondary School Improvement Amendments of 1988
(Public Law 100-297)

ADDRESSING
that portion of the law
which provides services

for

EDUCATIONALLY-DEPRIVED CHILDREN

OREGON DEPARTMENT OF EDUCATION
700 Pringle Parkway SE
Salem, Oregon 97310

State Chapter 1 Office
378-3606

1991

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1991 MANUAL
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I. INTRODUCTION

INTRODUCTION

The Augustus F. Hawkins/Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, PL 100-297, amended the Elementary and Secondary Education Act of 1965 (ESEA). Chapter 1 provides financial assistance through State Educational Agencies (SEAs) to Local Educational Agencies (LEAs) to meet the special educational needs of educationally-deprived children in school attendance areas and schools with high concentrations of children from low-income families and the needs of children in local institutions for neglected or delinquent (N or D) children. This assistance is to improve the educational opportunities of educationally-deprived children by helping them succeed in the regular program, attain grade-level proficiency, and improve achievement in basic and more advanced skills that all children are expected to master.

The purposes of the handbook are as follows:

- Assist districts in preparing applications, meeting applicable program requirements, and enhancing the quality, increasing the depth, or broadening the scope of Chapter 1 programs.
- Assist districts in achieving proper and efficient administration of Chapter 1 programs.
- Assist parents in their efforts to become involved in the planning, implementation, and evaluation of Chapter 1 programs and projects.
- Ensure that the officers and employees of the state and districts, including auditors, uniformly interpret, apply, and enforce the Chapter 1 requirements.

ACRONYMS

The following acronyms are used in this policy handbook:

AFDC - Aid to Families with Dependent Children
CAI - Computer-Assisted Instruction
CRT - Criterion-Referenced Test
EAB - Education Appeal Board
ECIA - Education Consolidation and Improvement Act of 1981
ED - U.S. Department of Education (or Department)
EDGAR - Education Department General Administration Regulations
ESEA - Elementary and Secondary Education Act of 1965
ESL - English as a Second Language
FTE - Full-Time Equivalent
FY - Fiscal Year
GEPA - General Education Provisions Act
IEP - Individualized Education Plan
LEA - Local Education Agency
LEP - Limited English Proficient/Proficiency
N or D - Neglected or Delinquent
NAPPP - National Average Per Pupil Payment
NCE - Normal Curve Equivalent
NRT - Norm-Referenced Test
OALJ - Office of Administrative Law Judges
OMB - Office of Management and Budget
R-TAC - Rural Technical Assistance Center
SEA - State Educational Agency
SPPE - State Per Pupil Expenditure
TAC - Technical Assistance Center

DEFINITIONS

"Attendance area" means, in relation to a particular public school, the geographical area in which the children who are normally served by that school reside. However, if a child's school attendance area cannot be determined on a geographical basis, the child is considered to be in the school attendance area of the school to which the child is assigned or would be assigned if the child were not attending a private school or another public school on a voluntary basis.

"Chapter 1" means Chapter 1 of the Education Consolidation and Improvement Act of 1988.

"Children" means persons:

1. Not above age 21 who are entitled to a free public education not above grade 12; or
2. Who are of preschool age.

"Educationally-deprived children" means children whose educational attainment is below the level that is appropriate for children of their age.

"Fiscal year" means the twelve-month period normally used by the State educational agency for recordkeeping (July 1-June 30) or the federal fiscal year--a period beginning on October 1 and ending the following September 30.

"Institution for delinquent children" means, as determined by the SEA, a public or private residential facility that is operated for the care of children who have been determined to be delinquent or in need of supervision.

"Institution for neglected children" means, as determined by the SEA, a public or private residential facility--other than a foster home--that is operated for the care of children who have been committed to the institution--or voluntarily placed in the institution under applicable state law--because of the abandonment by neglect or death of parents.

"Preschool children" means children who are:

1. Below the age and grade level at which the LEA provides free public education; and
2. Of the age or grade level at which they can benefit from an organized instructional program provided in a school or instructional setting.

"Program area" means an attendance area in which a high concentration of children from low-income families reside, and that is selected by an LEA under Chapter 1, without regard to the locality of the program itself, as an area from which children are to be selected to participate in a Chapter 1 program.

"Public," as applied to an agency, organization or institution, means under the administrative supervision or control of a government other than the federal government.

"Title I" means Title I of the Elementary and Secondary Education Act of 1965, as amended.

OVERVIEW OF CHAPTER 1

The Augustus F. Hawkins, Robert T. Stafford Elementary and Secondary School Improvement Act of 1988, PL 100-297 amended the 1965 ESEA.

Chapter 1 of the Education Consolidation and Improvement Act of 1981 (Chapter 1) was enacted as part of Subtitle D of Title V of the Omnibus Budget Reconciliation Act of 1981 (PL 97-35). Chapter 1 supersedes Title I of the Elementary and Secondary Education Act of 1965, as amended (Title I). The purpose of Chapter 1 is to continue to provide financial assistance to state and local educational agencies to meet the special educational needs of educationally deprived children, on the basis of entitlements calculated under Title I, but to do so in a manner which will eliminate burdensome, unnecessary and unproductive paperwork and free the schools of unnecessary federal supervision, direction, and control.

The programs authorized by Chapter 1 provide financial assistance to the following:

1. Local educational agencies (LEAs) for programs designed to meet the special educational needs of educationally deprived children and children in local institutions for neglected or delinquent children;

2. State agencies for programs designed to meet the special educational needs of handicapped children;

3. State agencies for programs designed to meet the special educational needs of children in institutions for neglected or delinquent children, or in adult correctional institutions;

4. LEAs for programs designed to meet the special educational needs and provide supportive services to children of migratory agricultural workers or migratory fisherman; and

5. LEAs (through the Secretary of the Interior) to meet the special educational needs of Indian children.

Although the Chapter 1 statute retains most of the basic program design characteristics found in Title I, it reflects the congressional intent to simplify the requirements.

II. BASIC GRANT ALLOCATION

BASIC GRANT ALLOCATION

PROCESS FOR ALLOCATING BASIC CHAPTER 1 GRANTS

We use three factors or student groups in making allocations.

The first is the residents of state's licensed, local residential facilities for Neglected and/or Delinquent children.

The second is a selected count of students, ages 5-17, who live in foster care.

The third, and by far the largest, is the count of children from low-income families, ages 5-17, who resided in these school districts in 1980 according to the U.S. Bureau of the Census.

The three student groups are added together and the Oregon Chapter 1 local allocation is divided by that number. This produces an amount for each child.

That figure is then multiplied by the three student group total for each school district. If the product is less than 85% of the prior year's allocation, an amount is added to bring that allocation up to 85%. This might happen when a drop occurs in the Foster Child or Neglected and/or Delinquent account.

Because money had to be taken from the statewide allocation to reach the 85% figure for a few districts, the per-child amount identified in the fourth paragraph is reduced.

PROCESS FOR ALLOCATING CONCENTRATION GRANTS

There is a supplementary fund called "Concentration Grant" that is to be provided to school districts where one of the two following conditions exist:

First, the percentage of children from low-income families in a district is above the state average.

Second, the number of children from low-income families in a district is above the state average.

After you have identified the districts using the two preceding procedures, add the total child count taken from the total three group count. Divide the "Concentration Grant" by that number of children. This provides a "per child amount" which is multiplied by the total child count for each district.

The district's "regular Chapter 1" grant and the supplementary "Concentration Grant" are added together to create a current year entitlement.

ALLOCATION OF FUNDS TO INDIVIDUALLY-TARGETED BUILDINGS WITHIN THE SCHOOL DISTRICT

If your district has more than one building at a grade level, the following information will be of interest to you.

The Chapter 1 Program funds must be allocated to the local building on the basis of educational need. The funds are allocated to districts as a result of the number of children from low-income families. However, once those funds reach the district accounts, they must be distributed in a manner that is responsive to students' educational deficiencies.

ONE METHOD: The theory behind Chapter 1 service is that we expect every child to reach grade level or the 50th percentile. One method of measuring the quantity of need of a child is to measure the difference between the expected and actual performance for all students performing below grade level. If a child is tested in reading performance and achieves at the 32nd percentile, the difference between 50 and 32 percentile is 18 points. The 18 points are a measure of the need.

If this calculation is made for each student who is achieving below the 50th percentile in the targeted buildings, grades, and subjects, it is an indicator of the size of the educational problem and student needs in the building. That set of calculations can be carried out on the form shown as Attachment A.

Once this calculation is made for each building, the building sums are entered on Attachment B.

The cumulative number of points for each building is entered in Column 2 on Attachment B. The grand total of the building points is totaled at the bottom of Column 2.

The next step is to determine what percentage of the grand total each building total and the support services total represents. This is done by dividing the number of points in each building by the grand total, which gives a percentage figure that is entered in Column 3 of Attachment B. The sum of the percentages in Column 3 should equal 100.

The last step in making allocations to the buildings is to start with the district allocation and subtract all district level support costs which should leave the total amount of funds available to the buildings. Multiply the percentage for each building (Column 3) by the total amount of funds available to the buildings and list the result in Column 4.

CONCLUSION: This method might also be used as an indicator of need for each building and the longitudinal data would serve as a management tool to determine program effectiveness.

ALLOCATION OF FUNDS TO INDIVIDUALLY TARGETED BUILDINGS WITHIN THE SCHOOL DISTRICT

ATTACHMENT A

Date Compiled ____________________

District ____________________

Class ____________________ School ____________________

Formula: 50% less student % = Points of Need

Student Name or Number	Points	Student Name or Number	Points

GROUP TOTAL ____________________

ALLOCATION OF FUNDS TO INDIVIDUALLY TARGETED BUILDINGS WITHIN THE SCHOOL DISTRICT

ATTACHMENT B

Date Compiled ____________________

District ________________________

Column 1 Building	Column 2 Points	Column 3 %	Column 4 Funds
District Supplies & Administration			
GRAND TOTAL		100%	District Allocation

III. CARRYOVER

CARRYOVER

Statutory Requirements

Section 1432(b) of Chapter 1 of Title I, ESEA and Section 412(b) of General Education Provision Act.

Regulatory Requirements

Section 200.46 of Chapter 1 LEA Program Regulations and Sections 76.705 and 76.706 of the Education Department General Administrative Regulations (EDGAR).

Section 1432(a) of Chapter 1 provides a 15-month period during which Chapter 1 funds are available for obligation. Based on this language, Chapter 1 funds become available on July 1 preceding the beginning of the federal fiscal year for which they are appropriated and remain available until September 30 of the subsequent year. If an LEA does not obligate all its allocation by the end of the fiscal year for which Congress appropriated the funds, it has authority under Section 412(b) of GEPA to obligate the remaining funds, subject to the limitations in Section 1432(b), during a carryover period of one additional year. Following is an example of the 27-month availability period for Chapter 1 funds:

Federal Fiscal Year 1991 Appropriation

		Number of Months
Year for which the funds were appropriated:	July 1, 1990-September 30, 1991	15
Carryover period provided under Section 412(b) of GEPA:	October 1, 1991-September 30, 1992	12
		27

Q.1. What are carryover funds?

A. Funds that are used during the final 12 months of their availability--the carryover period provided under Section 412(b) of GEPA.

Q.2. Under what program requirements must carryover funds be used?

A. Carryover funds must be used in accordance with the statute and regulations that are in effect for the carryover period, not the legislation that was in effect during the year for which the funds were appropriated.

Q.3. Are there restrictions on the amount of Chapter 1 LEA program funds an LEA may carry over?

A. Yes. Carryover amounts are limited to the following:

- No more than 25% of the total amount allocated to the LEA; i.e., basic grant funds and concentration grant funds, from the federal FY 1989 appropriation (allocated to the LEA for the period July 1, 1989-September 30, 1990); and

- No more than 15% of the funds allocated to the LEA; i.e., basic grant funds and concentration grant funds, from the federal FY 1991 appropriation (allocated to the LEA for the period July 1, 1990-September 30, 1991) and each subsequent year's appropriation.

Q.4. Is the maximum amount an LEA may carry over to the subsequent year determined by applying the percentage limitation to the TOTAL amount of Chapter 1 LEA program funds available to the LEA for the current year?

A. No. The percentage limitations must be applied to only the amount allocated to the LEA for the current year for basic grant funds and concentration grant funds, not including carryover funds from the preceding year, excess funds that were reallocated to the LEA by the SEA in accordance with §200.37(b)(2).

Q.5. If a state's fiscal year is not the same as the federal fiscal year and ends June 30 rather than September 30, may the SEA apply the percentage limitations on carryover funds as of June 30?

A. No. The SEA may establish a project year that is the same as its fiscal year. For example, the SEA may establish a project year that begins on July 1 and ends on June 30 of the following year. However, LEAs are entitled to access Chapter 1 funds for the full 15-month period (until September 30) before the limitations on carryover funds may be applied. That is, the SEA may not apply the limitations on carryover amounts until after September 30 even if the SEA approves projects for the period from July 1 through June 30. The SEA should establish controls to ensure that, after September 30 of each year, LEAs are not allowed to use any prior year's funds that exceed the carryover limitations in §200.46. If an LEA's project includes both prior year and current year funds, charges should be made against prior year funds first to reduce any amounts that will be in excess of the limitations on carryover funds. The SEA or LEA must continue to account for funds by grant year.

Q.6. May the SEA make an exception to the percentage limitations on carryover funds?

A. Yes. Section 1432(b) of Chapter 1 provides that an SEA may grant an LEA a one-time waiver of the percentage limitations on carryover funds if the SEA determines that the request is reasonable and necessary. In addition, the SEA may grant a waiver in any fiscal year if a supplemental appropriation for Chapter 1 becomes available.

Q.7. Do the percentage limitations on carryover funds apply to all LEAs?

A. No. They do not apply to an LEA that receives an allocation less than $50,000 for the Chapter 1 LEA program; i.e., basic grant funds and concentration grant funds.

Q.8. May state program improvement funds under Section 1405 and the capital expenses funds under Section 1017(d) be carried over?

A. Yes.

Q.9. Is there a percentage limitation on the amount of state program improvement and capital expenses funds an LEA may carry over?

A. No.

Q.10. May the funds allocated for the Chapter 1 state agency programs for migratory, handicapped, and N or D children be carried over?

A. Yes. The state agencies receiving these funds may carry over unexpended funds for use during the subsequent year and the percentage limitations on carryover funds in §200.46 are not applicable to these programs.

Q.11. May state administration funds be carried over?

A. Yes. SEAs may carry these funds over and the percentage limitations in §200.46 are not applicable.

IV. USES OF FUNDS

EQUIPMENT MANAGEMENT

1. In Oregon, equipment costing not more than 10 percent of the total program budget may be purchased with Chapter 1 funds.

2. In Oregon, an inventory of individual items of equipment costing $300 or more shall be maintained by the district. Inventory records shall include the date of purchase, vendor, description, series number, cost, current location, and notation if replaced or sold.

3. Equipment shall be appropriately labeled as Title I or Chapter 1.

4. Equipment may be exchanged for replacement if needed.

5. Equipment in itself is not a Chapter 1 program. This is especially true of computers. Computers may be purchased to support an educational program, but may not be approved as a program by themselves.

6. In Oregon, all equipment purchased with Chapter 1 funds is for the exclusive use of Chapter 1 identified students. Only rarely may Chapter 1 equipment be used by non-Chapter 1 children and it would be wise to check with the State Chapter 1 Office before allowing equipment to be used outside the Chapter 1 program.

7. When equipment is no longer usable in federally-funded programs, regardless of age, it may be disposed of as follows:

    a. Equipment costing from $1,000-5,000 may be retained, sold, or otherwise disposed of with no further obligation to the federal government.

    b. All other equipment (over $5,000 value) may be retained or sold, and the federal government shall have a right to an amount calculated by multiplying the current market value or the proceeds from sale by the federal share of the equipment. $100 or 10 percent of the total sales proceeds, whichever is greater, may be deducted and retained from the amount otherwise due for selling and handling expenses. If the grantee's project or program for which or under which the equipment was acquired is still receiving grant support from the same federal program and if the granting agency approves, the net amount due may be used for allowable costs of the project or program. Otherwise, the net amount must be remitted to the granting agency by check.

ALLOWABLE COSTS

Chapter 1 regulations states an LEA may use Chapter 1 funds only to meet the costs of program activities that are designed to meet the special educational needs of educationally-deprived children and are included in the LEA's Chapter 1 application.

1. Chapter 1 funds may not be used to determine student eligibility, but may be used to conduct evaluations.

2. Personnel paid entirely with Chapter 1 funds may be assigned to certain "limited, rotating, supervisory duties not related to classroom instruction, the benefits of which are not limited to Chapter 1 participating children." Such duties may include only those to which similarly situated personnel, not paid with Chapter I funds, are assigned at the same school site and for which those similarly situated personnel are paid. Examples of the types of duties that may qualify include hall duty, lunchroom supervision, playground supervision, and other tasks commonly shared among the staff at the school. The use of Chapter I personnel for these noninstructional duties may not exceed the lesser of: (a) the proportion of total work time that non-Chapter I personnel spend performing these non-Chapter I duties; or (b) 10 percent of the Chapter I person's total work time.

3. In Oregon, supply purchases should be limited to no more than 10 percent of the total program budget and must be purchased for Chapter 1 identified students.

4. In Oregon, equipment purchases should be limited to no more than 10 percent of the total program budget. The purchase of equipment in itself does not constitute a valid Chapter 1 program. Equipment must be purchased only for Chapter 1 identified students.

5. In Oregon, equipment purchases must relate directly to the instructional program proposed in the program application. Equipment is defined as tangible personal property, having a useful life of more than one year and acquisition cost of $300 or more per unit.

6. Chapter 1 funds may be used to pay the usual employee costs for which the district assumes responsibility, such as health and dental insurance, life insurance, retirement, and unemployment insurance.

   Payments from federal funds should be in the form of premiums into a policy or a reserve and in no case should funds be used for direct unemployment compensation. The fact that a district does not use a reserve or prefunding plan makes no difference in the use of federal funds for unemployment compensation.

UNALLOWABLE CHAPTER 1 EXPENDITURES

1. The Oregon State Agency is without authority to approve Chapter 1 expenditures incurred prior to program submission and subsequent approval.
2. Travel outside the state is not usually an approvable item. The general rule has always been that conferences and workshops should relate directly to the district's Chapter 1 program. Out-of-state conferences do not meet this criteria. Before out-of-state trips are planned, it is recommended that the district first check with the Chapter 1 office concerning the validity of approving such a request.

V. ASSURANCES & APPLICATION

RECORDKEEPING FOR THE CHAPTER 1 PROGRAM
COORDINATOR'S NOTEBOOK AND FILES

Frequently, the Chapter 1 Program Coordinator has the need to organize office files that keep the data in an organized manner. If directors, teachers, or financial officers have this need, you should refer to the following organizational structures. Data should be kept on file for FIVE YEARS. Be sure to update the information annually.

PROGRAM DIRECTOR'S FILE

1.0 Application File

- 1.1 Applications submitted
    - 1.1.1 Minutes of the board meeting that approved the application or gave administrative authority
    - 1.1.2 Proof of consultation with teachers on program design and implementation
    - 1.1.3 Proof of consultation with parents on program design and implementation
- 1.2 Approved applications and approved amendments
- 1.3 Copy of appropriate pages of local auditor's report of single audit concept (A-102-P)

2.0 State Publications

- 2.1 Chapter 1 Handbook
- 2.2 Advisory letters - by year, by date
- 2.3 Monitoring correspondence and reports

3.0 Selecting Attendance Areas to be Served

- 3.1 List of all schools in the district with target schools identified
- 3.2 Raw data used to select target areas

4.0 Criteria Used to Select Children to be Served

- 4.1 Reading program
- 4.2 Mathematics program
- 4.3 Language Arts program

5.0 Inventory of Equipment

- 5.1 Inventory sheets showing date of purchase, cost, quantity, and source of funds by program number.

Recordkeeping (cont.)

6.0 Personnel Information

- 6.1 Job Descriptions
  - 6.1.1 Directors
  - 6.1.2 Teachers
  - 6.1.3 Paraprofessionals
- 6.2 Copies of staff certificates, where necessary
- 6.3 Salary schedule(s)

7.0 Nonpublic School Contacts

- 7.1 List of institutions
- 7.2 Contacts - copies of contacts made (letters, phone calls, names)
- 7.3 Copies of sign-offs
- 7.4 Documentation showing how equivalence has been established

8.0 Board Policies on Comparability

- 8.1 Annual Comparability Study
- 8.2 Equity between buildings and materials with documentation showing implementation
- 8.3 District salary schedule(s) with documentation showing implementation

9.0 Facilities for Neglected and Delinquent

- 9.1 Files by institution

10.0 Evaluation Program

- 10.1 Tests used by subject matter and grade level
- 10.2 Results of the testing program by building, by subject, by test, by grade level, by testing interval
- 10.3 Studies showing the analysis of the test results

11.0 Parent Participation Information

- 11.1 Design of parent participation program, by building

FINANCIAL DIRECTOR'S FILE

1.0 Copies of the Approved Budget and Amendments by Date and Detailed Final Expenditure Report

2.0 Copies of Form 581-3140 Used to File Claims

- 2.1 Forms filed
- 2.2 Forms received

TEACHER'S FILE

1.0 Lists of Children

- 1.1 Criteria used to identify the eligible children
- 1.2 Results of the use of the criteria, listing of the eligible students
- 1.3 Criteria used to identify the most needy
- 1.4 Results of using the criteria which identify the most needy students
- 1.5 A list of the students currently served by the Chapter 1 program

2.0 Methods Used to Identify Individual or Group Deficiencies

3.0 Methods Used to Remediate the Deficiencies

- 3.1 Materials used
- 3.2 Strategies used to teach skills
- 3.3 Strategies used to teach application of skills and problem solving

4.0 Results of Evaluation Efforts

- 4.1 Narrative analysis of program effectiveness and use of data in program improvement
- 4.2 Summary of objective data

5.0 Parent Participation Plan

- 5.1 Parent Participation Plan
- 5.2 Proof of annual parent meeting to explain the program and activities funded with Chapter 1

AMENDING THE APPLICATION

The regulations require further updating of information whenever there have been substantial changes in the number or needs of the children to be served or the services to be provided.

The amended project must be approved by the Chapter 1 State Agency before the changes are implemented. A copy of any portion of the written project, including the budget page, labeled AMENDED, must be submitted to the State Agency.

In Oregon, to transfer more than 20 percent or more than $300 from or to any program account number or object number, the LEA must seek prior approval from the Chapter 1 office. Requests for transfer should be made in duplicate and should include the following:

1. A letter identifying state program number, account numbers, object numbers to be reduced or increased and a statement as to why these funds were available for transfer. This letter must be signed by the authorized representative of the school district.
2. A statement regarding the effect of the transfer on the original objectives of the program.
3. A new budget page using copies of the application Detailed Budget page.

For detailed instructions on making budget amendments or revisions, see page 82.

Date of Application:____________________

Date of Revision:____________________

District Name & No.:______________________________

Program Accounting No.:______________________________
(not necessary on initial application,
but needed on program revisions)

AMENDED BUDGET
DETAILED TOTAL PROGRAM BUDGET

Column 3 is for Current School Year.

The budget must be detailed here, and on additional pages, if necessary, according to program account number and object classifications. Applicants should distinguish carefully between proposed expenditures for instructional materials and supplies (Object 400) and equipment expenditures (Object 500). See the Program Budgeting and Accounting Manual for School Districts for the criteria for equipment items. Detailed account items must include identifiable portions of the budget to be supported from each source of funds. Funded agencies must account for funds separately by source of funds and the year in which such funds were appropriated by the Congress. Use additional pages if you cannot place all of the detailed information on this page. LEAVE COLUMN 1 BLANK IF YOU EXPECT A ZERO BALANCE AS OF AUGUST 31.

Program Number and Object Number	Item Description by Object Number	Est In-district Bal from Previous Year's Program No.________ (1)	FY______ (Last Year) Unapproved Carryover at State Dept. (2)	FY______ (Current Year) Allocation (3)	FY______ (Last Year) Reallocated Funds (4)	TOTALS By Object (Sums of Columns 1-4) (5)
	TOTALS:					

Form 581-[illegible]5 (Rev. 3/90)

Oregon Department of Education
700 Pringle Parkway SE
Salem OR 97310-0290

Special Student Services
Chapter 1 ESEA

TECHNICAL ASSISTANCE AND PROGRAM REVIEW - 19__ -19__

perintendent________________________ Program Director____________________ Date__________

District____________________________ Address__________________________________, OR 97_____

Phone_______________ Monitor___________________________ Exit Conf. With____________________

C: Compliance NC: Noncompliance NA: Not Applicable	C	NC	NA
ADMINISTRATIVE PROCEDURES - THE DISTRICT:			
1. Has on file a state approved current Chapter 1 application using Form 3140.			
2. Determines and serves eligible attendance areas as required.			
3. Identifies Chapter 1 eligible students in eligible attendance areas being served and a student list showing validity of eligibility is maintained.			
4. Is selecting those students to participate who are most in need.			
5. Appropriately maintains comparability documentation including annual calculations to demonstrate compliance with public law 100-297.			
6. Adheres to the required limit on non-Chapter 1 activities and the district is documenting Chapter 1 personnel time with appropriate schedules or time and effort forms, especially if staff is paid from more than one source.			
7. Consults with teachers as required.			
8. Employs instructional staff members who are properly certificated.			
9. Properly supervises and ensures teacher educational assistants are not planning instructional programs.			
10. Adheres to Chapter 1 assurances signed by the superintendent.			
11. Implements a written policy governing parent participation which complies with the requirements of public law 100-297.			
BUDGET - THE DISTRICT:			
12. Allocates funds among project areas or schools on the basis of the number and needs of children to be served.			
13. Maintains fiscal records as required.			
14. Maintains an inventory of Chapter 1 equipment and places the required priority on its use.			
15. Authorizes, at an annual Board meeting, a district employee to apply for the funds.			
NSTRUCTION - THE DISTRICT:			
6. Annually identifies the general instructional areas and grade levels on which the program will focus as required (conduct a needs assessment).			
17. Demonstrates the Chapter 1 program is supplemental to instruction which the district is required by law to provide.			
18. Identifies specific learning deficiencies and instructional needs of individual students are being assessed. (conduct needs assessment)			
19. Demonstrates the Chapter 1 program is organized in such a way that instruction provided insures reasonable promise of substantial progress in meeting the needs of students served.			
20. Invites the participation of private schools in the Chapter 1 program and has a mutually agreed program to serve eligible students.			
21. Serves only students under 21 and old enough to benefit from an instructional program.			
EVALUATION - THE DISTRICT:			
22. Objectively measures student's achievement of the basic and advanced skills.			
23. Measurable "desired outcomes" are written on the application for students and program.			
24. Submits evaluations of the Chapter 1 program every year.			
25. Has on file a sustained effects study completed during the last three years.			
26. Conducts an annual review of the effectiveness of the Chapter 1 program to improve student performance.			
27. Makes evaluation results available to the teachers, parents, principals.			
28. Uses the results of the evaluation for program improvement purposes.			
29. Program improvement plans are available for required schools.			
30. identifies buildings in which students are not achieving positive NCE gains.			
31. Insures program improvement plans are in place or being developed in each building where the NCE gains are not positive.			
32. Has a process that identifies Chapter 1 students who have not made positive progress in the past two years.			

THE DISTRICT IS IN SUBSTANTIAL COMPLIANCE WITH CHAPTER 1 LAWS AND REGULATIONS? Yes [ ] No [ ]

Reviews are conducted on a three-year cycle.

Additional Comments: [ ] See Attachments

____
Monitor's Signature

Form 581-2308 (Rev. 02/91)

BEST COPY AVAILABLE

Oregon Department of Education
700 Pringle Parkway SE
Salem OR 97310-0290

Special Student Services
Chapter 1 ESEA

TECHNICAL ASSISTANCE AND PROGRAM REVIEW FOR N OR D PROGRAMS 19 -

Authorized Official of Fiscal Agency ______________________ Date ____________

District or Agency ______________________ Phone ____________

Address ______________________

Program Director ______________________ Phone No. ____________

Name and Address of Institution or Home ______________________

Phone No. ____________ ______________________

	Yes	No	NA
ADMINISTRATIVE PROCEDURES			
1. The district/agency has a state-approved current application on file.			
2. The district or agency Chapter 1 Staff worked with the staff of the institution in the preparation of the application.			
3. Student attendance and residency records are maintained which support the October survey count (local) or average daily attendance (state agency).			
4. The program is properly monitored by the district or agency staff responsible for the program.			
5. An eligibility list is maintained.			
6. A program needs assessment is conducted.			
INSTRUCTION			
7. Needs of students are assessed annually and students with greatest needs are prioritized.			
8. The program is of sufficient size, scope and quality to give reasonable promise of meeting the instructional needs of the students.			
9. This program is coordinated with classroom instruction as appropriate.			
10. Personnel paid from Chapter 1 funds spend their time in instructional and support activities for Chapter 1 students.			
11. Chapter 1 staff have appropriate and adequate preparation for their assignment.			
12. Chapter 1 instructional staff have clearly prepared plans for their instruction.			
13. To the extend feasible, the program is planned and implemented in consultation with the parents of children served.			
14. Basic and Advanced Skills are included in the instructional program.			
BUDGET			
15. Fiscal records are maintained as required.			
16. Chapter 1 funds are used to supplement existing programs.			
17. Chapter 1 equipment is properly labeled, and an inventory of equipment is properly maintained.			
EVALUATION			
18. "End of the Year" report and achievement information is submitted yearly.			
19. The program is being evaluated by the district or agency annually.			
20. Advanced and basic skills are assessed.			
21. Measurable "desired outcomes" are written on the application for students and program.			
* A Coordinator and Teacher/Tutor notebook is appropriately organized.			

THE DISTRICT/AGENCY IS IN SUBSTANTIAL COMPLIANCE WITH CHAPTER 1 LAWS AND REGULATIONS? Yes [ ] No [ ]

Reviews are conducted on a three-year cycle.
Additional Comments:

Form 581-2309 (Rev. 01/91)

Monitor's Signature ______________________

CHAPTER 1 APPLICATION CHECKLIST FOR FY 92

Use this checklist as a review to make sure all required pages of the application are thoroughly completed and appropriate signatures have been obtained.

_____ 1. ANNUAL CERTIFICATION. The date of the board meeting (held during the last 12 months) in which an authorized representative was assigned and approval must be entered.

_____ 2. The Authorized Representative must sign for process and approval of application. Is the signature there?

_____ 3. MAINTENANCE OF FISCAL EFFORT section needs to have the audited expenditure figures for school years 1985-86 and 1986-87. Are the dollar amounts entered for both years?

_____ 4. If you are required to TARGET, are applicable pages complete?

_____ 5. Have you entered the number of attendance areas at each grade span and completed the private school information at the top of the page?

_____ 6. If you targeted, did you include the names and data on all buildings in the district for each grade span served?

_____ 7. Is only one PROJECT skill area checked? Is a page completed for each project in your total program with a different skill?

_____ 8. One page includes a question which asks for the number of children to be served by the program/project in the PRIVATE SCHOOL. Did you enter the number of private school children to be served, if any?

_____ 9. If private school children will be served, complete all applicable pages.

_____ 10. Is page signed by District Authorized Representative AND Private School Representative?

_____ 11. If you have an expenditure in Object 500 (equipment), has that purchase been detailed?

_____ 12. If Object 500 is more than 10% of the budget or it includes a computer purchase, a written request for approval prior to purchase of the equipment must be obtained from the Chapter 1 office, Oregon Department of Education (ODE). Has a written request for prior approval been received and approved by the Chapter 1 office, ODE?

_____ 13. Do you anticipate cash carryover in the district account at the end of the year (prior to August 31)? If you do, have you completed Column 1 to provide that estimate to this office?

____ 14. This is a three-year application that includes the assurances. We suggest that you read the assurances in the grant application. Are you complying with the assurances?

REMEMBER: The completed "End-of-Year Report" and "Parent Policy Statement" must accompany the application before approval will be made by the Chapter 1 office.

OREGON DEPARTMENT OF EDUCATION
Budget and Accounting
700 Pringle Parkway SE
Salem, Oregon 97310-0290

County/ESD ____________________

District Name & No. ____________________

Notification of Project Approval

Name & Address of Recipient:

Title No. ____________________
Project No. ____________________
Effective Date:
Beginning ____________________
Ending ____________________

Original Amount Approved	$ ________________
Add: Approved Supplements	________________
Deduct: Approved Reductions	________________
Total Approved to Date	$ ________________

Name & Title of SEA Official ____________________ Signature ____________________ Date ____________________

GRANT AWARD IS CONTINGENT UPON RECEIPT OF FEDERAL FUNDS BY THE OREGON DEPARTMENT OF EDUCATION

Comments:

Instructions: This form should be used whenever partial payments are requested. Please complete a separate report for each project number. Submit an original and four copies. Use the last copy for a worksheet. A final report is also required after each project is completed. **Refer to instructions on reverse side.**

Financial Report. Expenditures to Date

A. Total Funds Received to Date	$ ________________
B. Less Program Expenditures through ________________ (date)	________________
C. Cash on Hand (report on line E below)	$ ________________

Request for Funds. Estimated Cash Requirements for Next Calendar Quarter
(i.e., Jul - Sep, Oct - Dec, Jan - Mar, Apr - Jun)

D. Month of ________________	$ ____________	
E. Cash on Hand (line C)	____________	
F. Net Request (line D minus line E)		$ ____________
G. Month of ________________		____________
H. Month of ________________		____________
TOTAL		$ ____________

ODE USE ONLY

Is this a final request? ☐ Yes ☐ No **If project is complete, please refund any unused cash.**

Name & Title of LEA Official ____________________ Name of Individual Preparing Report ____________________

Signature of LEA Official ____________________ Date ____________________ Phone ____________________

Form 581-3140 (Rev. 7/90)

Return to: Oregon Department of Education
Chapter 1 Program
700 Pringle Parkway SE
Salem, OR 97310-0290

Approved by ____________________

Date ____________________

UPDATE FY 1992

CHAPTER 1 APPLICATION FOR GRANT
TO MEET SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN
Part A of Chapter 1 of Title I, ESEA,
as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary
Improvement Amendments of 1988 (PL 100-297)
ANNUAL CERTIFICATION

The applicant designated below hereby applies for a grant of federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

* * * * * * * * * * *

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held during the last 12 months on ________________, 19____.

Applicant (School District Name and Mailing Address)	County	Name and Title of Authorized Representative	
		Signature	
		Telephone No. (Office)	Date Signed
Name and Title of Contact Person	Mailing Address (Office)	Telephone No. (Office)	

ALL DISTRICTS: If you only name one school in each or any of the three levels in "Eligible Attendance Area Selection" or districts with fewer than 1,000 children enrolled need complete only columns 1 and 6.

PUBLIC SCHOOLS IN DISTRICT, ELIGIBLE ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE AT SCHOOLS WHERE CHAPTER 1 ACTIVITIES WILL BE LOCATED

List ALL schools in the district according to grade span groupings (List in rank order per col. 4 or col. 5) Levels: (E) Elementary (M) Middle (HS) High School col. 5)	Total number of children enrolled in each school listed in Col.1	**ALL SCHOOLS** Number of children in public and private schools residing in area			**TARGETED SCHOOLS** Estimated number of children who will participate in activities at schools listed in Column 1.			
		Total	From low-income families	Per-cent (Col. 4-3)	From public schools	From private schools	Total (Columns 6 + 7)	Number in Column 8 from out-side of program area
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
School Name and Level:								

STATISTICAL DATA

MAINTENANCE OF FISCAL EFFORT - AUDITED EXPENDITURES FROM NON-FEDERAL FUNDS - AVERAGE PER PUPIL OR AGGREGATE

A. For FY ending June 30 of the second preceding year: 1989 $____________

B. For FY ending June 30 of the preceding year: 1990 $____________

ELIGIBLE ATTENDANCE AREA SELECTION

1. Total number of public schools in the district:

   A. Elementary ________
   B. Junior High ________
   C. High School ________

2. Total private schools serving targeted attendance areas: ________
   A. Number of private schools to be served: ________
   B. Number of private schools electing not to be served: ________

   Districts with only one public school in each or any of the above grade spans or districts with fewer than 1,000 children NEED NOT complete the rest of this page but must complete columns 1 and 6 on page 1.

---

3. Method used to select eligible program schools:

Regular Rules

____ A. Number of children from low-income families above district average; or
____ B. Percent of children from low-income families above district average.
____ C. Combination of number and percent method.

List only continuation schools.

School	Qualifying Year

Special Rules

D. All schools or additional schools included through application of:
____ 1. Twenty-five percent rule (attendance area in which at least 25% of children are low-income. No continuation.)
____ 2. No wide variance rule (must include all district schools and grouped within a spread of 5 percent plus or minus of the district-wide average percentage. No continuation, and you must serve all schools).
____ 3. One-year rule.
____ 4. Skipping rule.
____ 5. Higher educational need rule (see pages 38-39).

4. Continuation of Eligibility. If you wish to continue serving schools that are no longer eligible, use the rule. (1 year rule; school was qualified in the immediate preceding year 1 additional year if targeting was done using A or B method only.

5. We have the following "Schoolwide Projects" (75% rule).

School Name	Percentile	Year of Plan (1st)	(2nd)	(3rd)

Note requirements:
1. Ranking of attendance areas by low income (See Chapter 1 Manual)
2. General rule: No skipping of qualified schools (See Chapter 1 Manual) unless they have a validated, higher-educational need.

DESIRED OUTCOMES

What is your projected NCE standard which was agreed to by a building team?

____

The State Practitioners have set a 1 NCE standard. Your building staff may set a higher NCE.

Relate desired outcomes to a basic and advanced skills in achievement.

Please check which of the following "desired outcomes" you will use to measure the impact of your Chapter 1 program. If these do not fit your program, please use the blank spaces for describing "other desired outcomes."

Student Level:
1. ____ Improved attendance
2. ____ Improved grades in ______________________________
3. ____ Attitude toward learning improved
4. ____ Student will read more independently (i.e., time spent reading, books read)
5. ____ The student's GPA will improve
6. ____ Student will learn significantly more than their peers (1 S.D.)

Program Level:
7. ____ Increased parental classroom/program observations
8. ____ Increased exit rates at grade level
9. ____ Increased teacher-initiated parent contacts (phone calls, written notes)

Other Measurable Desired Outcomes: ______________________________

____

____

____

Desired Outcomes must be:

- Measurable
- Workable
- Related directly to student achievement

Date [illegible]plication:__________________ District Name & No.:____________________________

DETAILED TOTAL PROGRAM BUDGET

Column 3 is for 1991-1992 School Year.

The budget must be detailed here, and on additional pages, if necessary, according to program account number and object classifications. Applicants should distinguish carefully between proposed expenditures for instructional materials and supplies (Object 400) and equipment expenditures (Object 500). See the Program Budgeting and Accounting Manual for School Districts for the criteria for equipment items. Detailed account items must include identifiable portions of the budget to be supported from each source of funds. Funded agencies must account for funds separately by source of funds and the year in which such funds were appropriated by the Congress. Use additional pages if you cannot place all of the detailed information on this page. LEAVE COLUMN 1 BLANK IF YOU EXPECT A ZERO BALANCE AS OF AUGUST 31.

Program Number and Object Number	Item Description by Object Number	Est In-district Bal from Previous Year's Program No.________ (1)	FY 1991 (Last Year) Unapproved Carryover at State Dept. (2)	FY 1992 (Current Year) Allocation (3)	FY 1991 (Last Year) Reallocated Funds (4)	TOTALS By Object (Sums of Columns 1-4) (5)
	TOTALS:					

INSTRUCTIONS FOR COMPLETING BUDGET

Program and Object Number - These numbers may be found in the 1987 edition of "Program Budgeting and Accounting Manual" published by the Office of School District Services at the Oregon Department of Education.

Item Description - Describe each item under the program number.

COLUMN HEADINGS:

(1) Estimated In-District Balance from Previous Year's No. ________________

This money may be one of two places. The first is money that you have been sent by the Department and is a district-controlled account, not at the Department. The second is money that has been approved for expenditures by the district, but not claimed because you spent less than you originally estimated.

---

(2) FY_________ (last year) Unapplied for Carryover

This money was allocated to your district, but you decided it was not needed for the current year and you decided to carry it over until the next fiscal year. This is what we traditionally call "carryover" money.

---

(3) FY_________ (current year) Allocation

This is the amount of money you want to use for the program support during the upcoming fiscal year. Since this money is good for 27 months, you can carry it over to the next fiscal year. However, the amount of carryover should be kept below 15% of the total of the 1991-92 allocation.

---

(4) FY_________ (last year) Reallocated Funds

At the time of the submission of the completed application, this column should be blank. You may receive funds during the 1990-91 school year.

---

(5) TOTALS

Add funds together by line and column to make sure they balance. The last figure on column 5 should be the GRAND TOTAL.

NOTE: At the end of the federal fiscal year (June 30, 1992), you may not have more than 15% of the current years allocation left over. If you have more than that, the excess will revert to the state for reallocation to another school district.

Approved by ____________________ Date ________________ Appendix #1

PROJECT INSTRUCTIONAL ACTIVITIES

Page must be completed for each **project** in this application.

1. Project name: ____

2. Anticipated number of children to be served: __________.

3. Grade levels of children participating: ___________ THROUGH __________.

4. Subject (check only one): ____ Reading ____ Mathematics
____ Language Arts

5. Time (check only one): ____ Regular School Year ____ Summer School

6. Make your answers to A through D quite specific and go beyond one word responses where clarification is required. We are very interested in knowing the kinds of software being used; supplemental texts if they are different from those used in the classroom; what is the composition of the instructional team; what instructional philosophies are being utilized in the teaching of the subject?

The largest number of pupils a Chapter 1 staff member will have for instruction at any one time will be ____________________.

Average instructional time per student:
____ Minutes per day (average 30 min.)
____ Day(s) per week (5 days)

A. Where will the instruction take place?

B. Who will provide the instruction?

C. What will they be teaching?

D. What methods and materials will they use?

7. Desired Outcomes

What is your projected NCE standard which was agreed to by a building team?
____

The State Practitioners have set a 1 NCE standard. Your building staff may set a higher NCE.

Relate desired outcomes to a basic and advanced skills in achievement.

Please check which of the following "desired outcomes" you will use to measure the impact of your Chapter 1 program. If these do not fit your program, please use the blank spaces for describing "other desired outcomes."

Student Level:
1. ____ Improved attendance
2. ____ Improved grades in ______________________________
3. ____ Attitude toward learning improved
4. ____ Student will read more independently (i.e., time spent reading, books read)
5. ____ The student's GPA will improve
6. ____ Student will learn significantly more than their peers (1 S.D.)

Program Level:
7. ____ Increased parental classroom/program observations
8. ____ Increased exit rates at grade level
9. ____ Increased teacher-initiated parent contacts (phone calls, written notes)

Other Measureable Desired Outcomes: ______________________________________
____
____
____

Desired Outcomes must be:

- Measurable
- Workable
- Related directly to student achievement

8. Describe how you plan to measure the effectiveness of this project.

   A. What test(s) or subtest(s) reading comprehension or math application is(are) used from which NCE (achievement) scores will be derived to measure student growth? Please also indicate the edition (year published) currently being used.

   B. Which pre/post test cycle is used? Spring-Spring _____
   Fall-Fall_____

   C. Please identify the three dates tests or other activities will be administered to carry out the "Sustained Effects" study, which tests or subtests are to be used, and what criteria will be used to determine whether or not the effects of the program have been sustained.

   a. ____/____/____ b. ____/____/____ c. ____/____/____

   D. What are the desired outcomes you want to measure and what are your achievement targets (i.e., NCE gains)? How do you wish to measure your gains?

9. What changes have been made in the Chapter 1 program after you reviewed the results of your most recent evaluation study?

Approved by ____________________ Date ________________ Appendix #2

OVERALL PROGRAM DESCRIPTION OF OUR ____ PROJECT(S)

1. Date instructional activities start: ___/___/___ End: ___/___/___

2. Number of children to be served: Public Schools ____ Private Schools ____

3. How will you determine which students are eligible to receive Chapter 1 services?

4. Please describe the process (needs assessment) you will use to identify the general instructional areas and grade spans on which the program will focus?

5. How will you determine which students are most needy and rank-order those students that will receive Chapter 1 services?

6. After you have determined which students (most needy) will receive Chapter 1 services from the group of eligible students you have identified, how do you plan to identify the instructional needs (diagnostic procedures) of the students?

7. Staffing Pattern:

Staff included in the Program Budget and Paid from Chapter 1 Funds. Staff Assignments	Estimated Number for Regular Term		Estimated Number for Summer Term		Staff FTE Assignments under this Program NOT included in the Chapter 1 Budget
	Total	FTE	Total	FTE	
(1)	(2)	(3)	(4)	(5)	(6)
1. Directors or Coordinators					
2. Teachers					
3. Educational Assistants					
4. Subject Matter Instructional Specialists					
5. Resource Personnel					
6. Counselors or Psychologists					
7. Clerical					
8. Other (specify assignment and number)					
9. TOTALS:					

Approved by ____________________ Date _______________ Appendix #3

PARENTAL INVOLVEMENT

1. Describe how you will inform the parents of the children enrolled in your program of: (1) the reasons for their children's participation; (2) the specific instructional objectives for their child; and (3) instructional methods used in the program.

2. Describe how you plan to: (1) support parents in their work with their children in the home to attain instructional objectives; (2) help parents understand the program requirements; and (3) support parents, teachers, and other staff in their effort to build a partnership between home and school.

3. Describe the strategies you will use to increase or maintain parental partnership in their children's education (i.e., parent/teacher conference, observation, progress reports, annual meeting).

4. How will you put illiterate parents in contact with adult literacy programs at your local community college or with representatives of Oregon Literacy, Inc., at 9806 SW Boones Ferry Road, Portland, Oregon, telephone 244-3898?

NOTE: In reaching the objectives stated above you must convene an annual meeting at the building or district level to explain the program. You must also hold parent-teacher conferences, to the extent practicable, and you must report student progress to parents, and you must make yourself available to parents and allow them to observe your classes. Parents are also expected to cooperate in becoming knowledgeable of the program goals and working to reinforce their children's training at home. Describe how teachers were consulted during the design of the program.

Approved by ______________________ Date ____________ Appendix #4

* * * * *

EQUIPMENT

A. Submit an equipment inventory of Chapter 1, ESEA purchases for **last year only**, or for the last year that the district received a Chapter 1 (Title I) grant. If not applicable, check **"no equipment purchased"** on item "B".

Equipment: The item retains its original shape and appearance with use, is nonexpendable, has a useful life of more than one year, and represents a cost of $300 or more per unit.

B. No equipment purchased. ☐

C. Equipment purchased in the 1990-91 school year.

Property Number	Quantity	Item Description with Model and Serial Number	Date Acquired	Unit Cost	Total Cost

List equipment to be purchased in the 1991-92 school year (to be shown as Object 500 of this application budget).

You must have prior written approval to purchase computer equipment.

E. We wish to purchase the following computer equipment and software. Please attach a letter describing the use you plan to make of the equipment and software.

Quantity	Item Description	Estimated Purchase Date	Unit Cost	Total Cost

Approved by ____________________ Date ________________ Appendix #5

PRIVATE SCHOOL PARTICIPATION

Districts with no private school participation need not complete this page. Those districts with private school participation must complete all of this page for each private school being served.

1. Private school to be served ____

2. The children will be taught at ____ public school or some other site described as ____________________________
____
____

3. Estimated number of private school children to be served: ________________

4. How will the district deliver the services to the private school children?

5. The children will be served in (circle the grade levels that apply):

Reading	P K 1 2 3 4 5 6 7 8 9 10 11 12
Mathematics	P K 1 2 3 4 5 6 7 8 9 10 11 12
Language Arts	P K 1 2 3 4 5 6 7 8 9 10 11 12

6. Please describe how the children will be moved from the private school to a neutral site for instruction in the Chapter 1 program:

7. What will the expenditures be per pupil:

   a. For private school pupil ______________
   b. For public school pupil ______________

8. If the selection process for private school children is not comparable to the selection process for public school children, please explain.

______________________________________ ______________________________________
District Authorized Representative Private School Representative

STATEMENT OF ASSURANCES

Appendix #6

The applicant assures and certifies compliance with the regulations, policies, guidelines, and requirements as they relate to the acceptance and use of federal funds for this federally funded program. Also, the applicant assures [illegible]:

1. Funds and property derived from this chapter will be used only for the purposes for which they are granted.

2. The applicant will comply with Title VI of the Civil Rights Act of 1964 (Public Law 88-352) and all regulations issued by the Department of Education, pursuant to the chapter, to the end that no person in the United States shall, on the ground of race, color, or national origin*, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.

3. The applicant will comply with Title IX of the Education Amendments of 1972 (Public Law 92-318) and all regulations issued by the Department of Education, pursuant to the title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be denied employment in, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

4. The applicant will comply with OAR 581-21-015, 581-21-045, and 581-21-049, Discrimination Prohibited, and ORS 326,051 and ORS 659.150 and all rules issued by the State Board of Education pursuant to these laws, to the end that no person in Oregon shall on the basis of age, handicap, national origin, race, marital status, religion, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education.

5. The applicant will comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment - Public Law 93-380) as amended by Public Law 93-568) and with the Protection of Pupil Rights (Hatch Amendment - Public Law 95-561) and all regulations issued by the Department of Education, pursuant to these Acts.

6. The applicant will comply with the requirements of Executive Order No. 11246, as amended, and all rules issued by the U.S. Department of Labor, to the end that no employee or applicant shall be discriminated against because of race, creed, color, sex, or national origin by any federal contractor.

7. The applicant will comply with the Vocational Rehabilitation Act of 1973 (Public Law 93-112, as amended by the Rehabilitation Act Amendment of 1974, Public Law 93-516) and all regulations issued by the Department of Education pursuant to that Act to the end that no person shall be discriminated against on the basis of handicap.

8. The applicant will comply with the Age Discrimination in Employment Act of 1967 (Public Law 90-202 and its amendments, including the Age Discrimination in Employment Amendments of 1986, Public Law 99-592) to the end that no person shall be discriminated against in employment because of age.

9. The applicant will make such reports to the state education agency, in such form and containing such information, as may be reasonably necessary to enable the state education agency to perform its duties under this chapter, including information relating to the educational achievement of students participating in programs carried out under this title, and will keep such records and afford such access thereto as the state education agency may find necessary to assure the correctness and verification of such reports.

10. The applicant has established a districtwide salary schedule, a policy to ensure equivalence among the schools in personnel and a policy to ensure equivalence among the schools in curriculum materials and instructional supplies. (Applicable to districts with more than one attendance area.)

Statement of Assurances, cont.

11. Upon request, the applicant will make available for inspection or copying at a reasonable charge, the following documents:

    a. Current and past Title 1 and Chapter 1 applications.

    b. All documents and records (except those which relate to the performance of named students and teachers) relating to the planning, development, operation, and evaluation of Chapter 1 programs.

    c. Other documents and records containing information necessary for comprehensive planning or evaluation of the compensatory education program.

12. Federal funds made available for the proposed program (i) will be used to supplement and, to the extent practical, increase the level of state and local funds that would, in the absence of such federal funds, be made available for the education of pupils participating in the program; (ii) will not be used to supplant state and local funds available for the education of such pupils; and (iii) will be used solely to pay the excess costs of programs and projects assisted under these titles. Program staff will not provide general aid.

13. The applicant has communicated with all nonpublic schools located in the school district and informed them of their right to participate in specified federal and state programs and, where pertinent, has further informed them of the scope, target areas, and other limiting eligibility criteria of this program. Nonpublic school officials have been involved, where appropriate, in planning and needs assessment. Eligible nonpublic school children residing within the school district have been provided genuine opportunities to participate, if so desired, in programs comparable in quality, scope, and opportunity for participation..

* Linguistic differences are included in the definition of national origin.

14. The applicant has conducted an annual needs assessment and has planned the program to conform to the priorities determined from the assessment.

15. The applicant will identify all of the educationally deprived children in the program areas who are in the age or grade levels to be served and have the types of educational needs to be addressed.

16. The applicant has or will secure data which will enable it to identify which of the educationally deprived children are most in need of special assistance.

17. The applicant will use adequate diagnostic procedures to determine the special educational needs of the children chosen to be served.

18. If the program involves the use of teacher aides, those aides will be used in a manner that complies with the intent of Division 37 of the Oregon Administrative Rules.

19. All records to support accountability for capital equipment items acquired under this program will be maintained and equipment inventories will be furnished as required. All equipment and supplies purchased with Chapter 1 funds will be purchased for Chapter 1 identifi[illegible] students.

20. The applicant will comply with Chapter 1 Evaluation regulations.

21. The applicant will consult with the parents of the Chapter 1 children and their teachers in the design and implementation of the program.

22. All Chapter 1 funded services will be provided exclusively to students attending schools in attendance areas identified in the approved local Chapter 1 program application.

23. The District has on file a written policy on parental involvement that was written in consultation with and review by parents.

CERTIFICATION

I have read each assurance statement and this program will be conducted in such a manner as to conform to them.

____
Applicant Agency

______________________________ ________________
Authorized Representative (signature) Date

VI. ELIGIBLE SCHOOLS

ELIGIBLE SCHOOLS

SELECTING ELIGIBLE ATTENDANCE AREAS
(Targeting)

Chapter 1 requires an LEA to conduct its programs in selected school attendance areas. An LEA may select those attendance areas with the highest concentrations of children from low-income families as Chapter 1 program areas. However, an LEA is permitted with a "uniformly high concentration" of low-income children to include all of its attendance areas in its Chapter 1 program. This statutory provision is similar to the "no-wide variance" provision in regulations.

I. DETERMINATION OF NEED TO TARGET

Districts that fit one of the following conditions DO NOT have to go through the targeting procedure: (1) the district total enrollment is fewer than 1,000 children; (2) there is only one school in the district; or (3) there is only one school in the district at each grade level.

An agency may target the district as a whole or determine targeting process for each of the school types, such as elementary, junior high, and high school.

Two or more schools in the same grade-level grouping must be targeted. The general rule is that any single attendance unit need not be targeted. Occasionally a district may have two elementary schools, one serving grades 1-4 and the other grades 5-8. If there are no other schools serving any of these grades, each school is considered a single attendance unit and the district need not target. If, however, the district has three schools, 1-4, 5-8 and 1-8, the two split-grade schools are no longer single attendance units and the district must target.

Some districts may use one principal to administer two schools covering the same grade spans. These are still considered two schools and would need to submit to targeting. The fact that one principal is assigned to both schools is a local administrative decision and does not alter the fact that both units contain similar grade spans.

II. TARGETING PROCESS

The targeting process is a two-phase program that first identifies the schools that are "Eligible to be Served" and then identifies the schools that are "Selected to be Served."

Selecting Eligible Schools (Attendance Areas) to be Served

Step 1: Identify number of students from low-income families in each school building.

The district will determine the eligibility of a school for Chapter 1 funds by first determining the concentration of children from economically-deprived families in each school and then determining the eligible schools which have concentrations of such children that are as high as or higher than the average concentration for the district as a whole.

For a particular attendance area, the resident children include those children of the right ages to be eligible to enroll in the public school serving that area. The number of children who come from low-income families may be determined by the use of census data and/or count of AFDC. Welfare, free and/or reduced lunch, and unemployment data may also be used. Normally an LEA will use only one data source to secure low-income information.

In some cases, however, the LEA may choose to combine sources to provide a more accurate count of low-income children. For instance, a count of AFDC and free and/or reduced lunch recipients may be combined with the intent of providing more depth to the survey. When this is done, the LEA must take pains to assure that no child is counted twice, since the intent of the combined method is to seek out individual children that may not be on one list or the other.

Two methods that may be used are presented here. LEAs may devise other methods as long as duplication of count does not result.

a. Two lists may be constructed using names or code designations of children receiving either AFDC or free and/or reduced lunch. A chart may be used as follows:

Child	AFDC	Free and/or Reduced Lunch	Count
A	X		1
B	X	X	1
C		X	1

Note that child B, even though he receives both services, is only counted once. The advantage of using two or more sources is that if only one source has been used, either child A or C would not have been counted.

A weighting method requires the assignment of specific percentages to each element used. The percent of weight for each element would depend upon the importance assigned to that element by the LEA. In no case can the total of the percents used exceed 100 percent. For instance, a district may assign weights as follows:

AFDC - 60%; Free and/or Reduced Lunch - 40% = 100%

Therefore, if the total number of children receiving AFDC support is 90 and the number of children receiving free and/or reduced lunch is 120, the weighting method would look like this:

AFDC	90 x 60% = 54
Free and/or Reduced Lunch	120 x 40% = 48
Total Low-Income	102

Step 2: Identify Eligible Schools

Districts may rank attendance areas separately by grade spans (e.g., elementary, junior high school or middle school, and secondary school). Each grouping of grade spans may be considered on the basis of separate district-wide averages. A district may then compute targeting information for the district as a whole, comparing all schools or grade spans. This provision applies to all targeting procedures and options.

An attendance area may be designated as a program or target area if it has, on a percentage or numerical basis, a high concentration of children from low-income families. Using the chart example, any of the two following methods may be used to determine the program areas:

Attendance Area		Total No. of All Children in Attendance Area	No. of Children from Low-Income Families	Percent Low-Income
A		300	68	22.7
B		150	37	24.7
C		75	30	40.0
D		170	25	15.0
E		225	55	24.4
	Totals	920	215	

REGULAR RULES

1. Percentage Method

The program area is one in which the percentage of children from low-income families is at least as high as the percentage of such children residing in the whole school district. On the chart, the average percent of children from low-income families is:

215 - 920 = 23.4

The percentage method indicates that areas B, C, and E are eligible target areas.

Selecting Eligible Attendance Areas
(Targeting)

2. Numerical Method

Such an area is one in which the estimated number of children from low-income families residing in that attendance area is at least as large as the average number of such children residing in each of the several school attendance areas in the school district. The average number of children from low-income families on the chart is:

215 children ÷ 5 school = 43

Therefore, according to the numerical method, areas A and E are program areas.

3. Combination Method

Combine the percentile rule and numerical rule.

SPECIAL RULES

1. One-Year Rule

A district may continue to provide Chapter 1 services for one year in a school that does not qualify as having the highest concentrations of low-income children if that school was selected as eligible and was served in the immediately preceding fiscal year. You may continue only if you used the percentage or number method. You may not continue if you used the 25 percent, or no-wide variance, rule. Any school which was selected using any of the "special rules shall not be continued the next year.

2. The 25 Percent Rule

If the district average, either district as a whole or grade span grouping, as computed in Step 2, is 25 percent or more, the district may serve every attendance area within the district that has an average low-income percentage of 25 percent or more. There is no continuation when the targeting is based on the 25 percent rule.

3. No-Wide Variance

One interpretation of the phrase "uniformly high concentration of such children," as used in Section 556(b)(1)(B), is to permit an LEA to identify all attendance areas in the LEA or in a particular grade span grouping as eligible to receive Chapter 1 funds if the variation between (a) the percentage of children from low-income families in the attendance area with the highest concentration of such children; and (b) the percentage of children from low-income families in the attendance area with the lowest concentration of such children is not more than 5 percent plus or minus the district average.

School	Total Children	Total Low-Income	Percentages
A	400	130	32.5
B	230	69	30
C	180	50	28
D	430	116	27
E	210	51	24
Totals:	1,450	416	

District Average: 416 - 1,450 = 28.7%

28.7 + 5 = 32.7 Top
28.7 - 5 = 23.7 Bottom

5% is the allowable spread and, since the percentage spread between 24 percent and 32.5 percent is less than ±5 percent from the average of 28.7%, the no-wide variance rule can be used. There is no continuation when the targeting is based on the 25 percent rule.

4. Skipping

High ranking target schools may be skipped for services by Chapter 1 only if they are receiving, from nonfederal funds, services of the same nature and scope as would be otherwise provided under this Chapter.

5. Higher Educational Need

A district may designate as eligible, and serve, schools with substantially higher numbers or percentages of educationally-deprived children before targeted low-income schools, but this provision will not permit service to more attendance areas than would otherwise be served. Documentation of educational need must be submitted to the state Chapter 1 office for approval. The Chapter 1 office will approve such a proposal only if it can be shown that delivery of Chapter 1 services to a nontarget high educational-need school will not substantially impair the delivery of services to children in low-income target schools.

INSTRUCTIONS FOR COMPLETING THE ALTERNATIVE REQUIRED CLASS PROJECT ANALYSIS

1. Number of Students Enrolled: This is expected or actual number of students that will be enrolled in the project at any one time. This is not to be the daily attendance, but rather the number of students that the staff must be prepared to total.

2. Average Enrollment Per Teacher Per Period by Subject: If this class replaces a required English class, look at the average enrollment in the English classes. If this class replaces a mathematics class, look at the enrollment in the mathematics classes in the high school, as a group.

3. Equivalent Number of Alternative Class Periods: This is a derived figure that tells you the number of classes it would normally take to serve the students enrolled in the Alternative Required Class Project, if they were enrolled and attending a regular class. That is, by dividing the total number of student periods by the class size, you identify the number of classes it would normally take to serve these students in the contributing classes.

4. Number of Periods for a Full Load for a Teacher at the High School: This is the number of periods a teacher is expected to teach at the contributing high school in order to be considered a full-time teacher. This will usually be five or six since, in most high schools, the teachers receive a planning period.

5. Number of Staff FTE Normally Needed to Serve this Enrollment: When you divide the number of classes normally required to teach this number of children by the staff class assignment number, you identify the number of teachers that it would normally take to serve the enrollment in the Alternative Required Class Project.

6. Actual Average Cost Per Staff FTE in the High School Building: This should not be the total high school average salary, but the average salary in those subjects being offered by the Alternative Required Class Project. Take the average salary of those teachers teaching the alternative class, plus their fringe benefits package cost, plus any other pickups that are being provided. This is not the salary being paid to the staff in the Alternative Required Class Project, but in the contributing school.

7. Normal Expenditures for Instructional Salary and Benefits: This figure represents the amount of money the school district would normally spend to provide direct instructional services to these students--what it would cost to staff their classes in the contributing school.

8. Total Budget for the Alternative Required Class Project: This is the amount that the Alternative Required Class Project will need to operate effectively. That is, if Chapter 1 funds are used, the total amount of Chapter 1 funds plus all other funds that are normally expended.

9. District Cash Contributions: In an Alternative Required Class Project this is the amount of dollars that the district contributes out of the general fund to the Alternative Required Class Project. These are the funds that would normally be spent to provide an education for the children that the Alternative Required Class Project proposes to serve.

10. Total Chapter 1 Funds: This is the total amount of Chapter 1 funds that will be used by the Alternative Required Class Project.

Conclusion: The district is responsible for providing a sum of money or in-kind services to the Alternative Required Class Project that equals or exceeds that which would normally be spend on the students if they were not attending an Alternative Class. They must do this if they are to avoid the charge of using Chapter 1 funds to SUPPLANT the local contributions.

ALTERNATIVE SCHOOL/CLASS

Conclusion: The district is responsible for providing a sum of money or in-kind services to the Alternative Required Class Project that equals or exceeds that which would normally be spent on the students if they were not attending an Alternative Class. They must do this if they are to avoid the charge of using Chapter 1 funds to SUPPLANT the local contributions.

ALTERNATIVE REQUIRED CLASS PROJECT DOCUMENTATION

Use this form for checking supplemental condition when offering a required class for graduation credit with Chapter 1 funds used as a supplement to district funds. This type of project allows classes to have small student-teacher ratios.

PROJECT EXPENDITURES FOR THE REQUIRED CLASS

1. Number of Chapter 1 Students to be Enrolled in the Alternative Class 1. ________

2. Average Enrollment per Teacher per Period in this Subject in the High School (divided by) ÷ 2. ________

3. Equivalent Number of Alternative Class Periods 3. ________ Derived

4. Number of Periods for a Full Load for a Teacher at the High School (divided by) ÷ 4. ________

5. Number of Staff FTE or Decimal Fraction Normally Needed to Serve this Enrollment 5. ________ Derived

6. Actual Average Cost per Staff FTE in this High School Building (multiplied by) x 6. ________ (Salary and Fringe)

7. Normal Expenditures for Instructional Salary and Benefits. Place this figure in Item 9 below. 7. ________ Derived

PROGRAM INCOME FOR THE REQUIRED ALTERNATIVE CLASS PROJECT

8. Total Budget for the Alternative Required Class--Chapter 1 Project $________

9. District Cash Contributions--Equal to "Normal Expenditures for Instructional Salary and Benefits" $ ________

10. Total Chapter 1 Funds for Project $________

GUIDELINES AND MODELS FOR SECONDARY CHAPTER 1 PROGRAMS

Introduction

Providing adequate, effective Chapter 1 programs for secondary (7-12) students has been a continuing problem for districts responsible for the educational program and the SEA staff who must assure compliance with federal regulations. Program planning often straddles the fine line between supplanting and supplemental services. District administrators and SEA staff have the responsibility of planning and conducting projects within the confines of the federal regulations. Often districts avoid offering services at the secondary level because of the following:

- Scheduling Chapter 1 services at the secondary level is often a complicated process.

- It is sometimes difficult to encourage the participation of secondary school students in Chapter 1 programs because of their fear of stigmatization.

- Concerns about compliance with the Chapter 1 supplement-not-supplant requirement frequently arise when a student elects Chapter 1 services as a substitute for another class.

- Complications sometimes occur when it is necessary to coordinate Chapter 1 services with state or local minimum competency programs.

While many districts believe that addressing learning problems in the early grades is more effective than later remediation, a student who does not receive needed remediation is likely to fall even further behind. The risk of unemployment is especially high for students who leave secondary schools without adequate basic skills. Many school districts would like to expand their programs to meet the needs of secondary school students and provide remedial services that would enable these students to compete successfully in the labor market. They are seeking programs that meet both the requirements of Chapter 1 and the district needs and circumstances of students at the secondary level.

Each application prepared by the applicant agency contains the following assurance:

> Federal funds made available for the proposed program: (1) will be used to supplement and, to the extent practical, increase the level of state and local funds that would, in the absence of such federal funds, be made available for the education of pupils participating in the program; (2) will not be used to supplant state and local funds available for the education of such pupils; and (3) will be used solely to pay the excess costs of programs and projects assisted under these titles. Program staff will not provide general aid.

The assurance encompasses the following concepts from both the Title I and Chapter 1 laws:

- There will be no decrease in state and local funds in the LEA budget as shown by per pupil cost in the year for which Chapter 1 funds are provided.
- Per pupil costs from state and local funds for Chapter 1 students will be comparable to those of non-Title I students (comparability).
- There will be no reduction of opportunity for identified Chapter 1 students to participate in the regular school program.
- District must continue to provide its normal amount of instructional support to Chapter 1 children, then supplement that effort with Chapter 1 funds.

Basic Guidelines

The following basic guidelines will be used by the Department of Education when considering a program's eligibility for funding:

1. The LEA is responsible for providing district-funded instruction for each child in the district on an equitable basis.
2. Chapter 1 students are entitled to their fair share of a district's basic program and Chapter 1 funds are used to add to the basic general fund program by giving the student additional help or more instruction.

Graduation Credits

The local district has the responsibility of providing special help to students who have difficulty in meeting graduation requirements. Chapter 1 should not be used as the only resource for meeting specific graduation requirements. The very intent of Chapter 1 is to be only one of many resources for students who need additional help.

The primary issue that must be addressed by all Chapter 1 program directors is the "excess costs" principle. A letter from a former director of the Division of Education for the Disadvantaged in Washington, D.C., states in part:

> Title I (Chapter 1) cannot provide all of the instruction for a course required for high school graduation. This would be a case of Title I (Chapter 1) supplanting the regular local program effort. There would be no prohibition, however, against Title I (Chapter 1) providing for a supplementary or a remedial course as an elective and awarding (that) credit toward graduation.

According to this direction from the U.S. Department of Education, elective courses must be in addition to the elective courses usually supported by the district's general fund. For example, if ten elective classes are offered to all students, Chapter 1 may pay for an additional elective class available only to Chapter 1 students. It does not mean that the ten general fund elective courses may be reduced to nine with Chapter 1 paying for the tenth one.

Program Models

The following program models are offered as guides to districts planning the allocation of resources. These models are general and are not intended to cover every program situation. The diagrams make clear what is intended as to time or personnel allocation and districts should compare their programs with the appropriate model to judge for themselves the legality of their programs. Each model requires some documentation. This documentation should be maintained and readily available in the district files.

MODEL A

	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded
Communications (English and Language Arts)	25	25	25	25

Chapter 1
Reading

1 Teacher
(Chapter 1 Funded)

- All students are enrolled in required communications (English/Language Arts) classes.

- Students in the Chapter 1 Reading class are those eligible students who elect to take this course in addition to the required program. Staff may encourage eligible students to enroll in this class, but it cannot be taken in lieu of the required course.

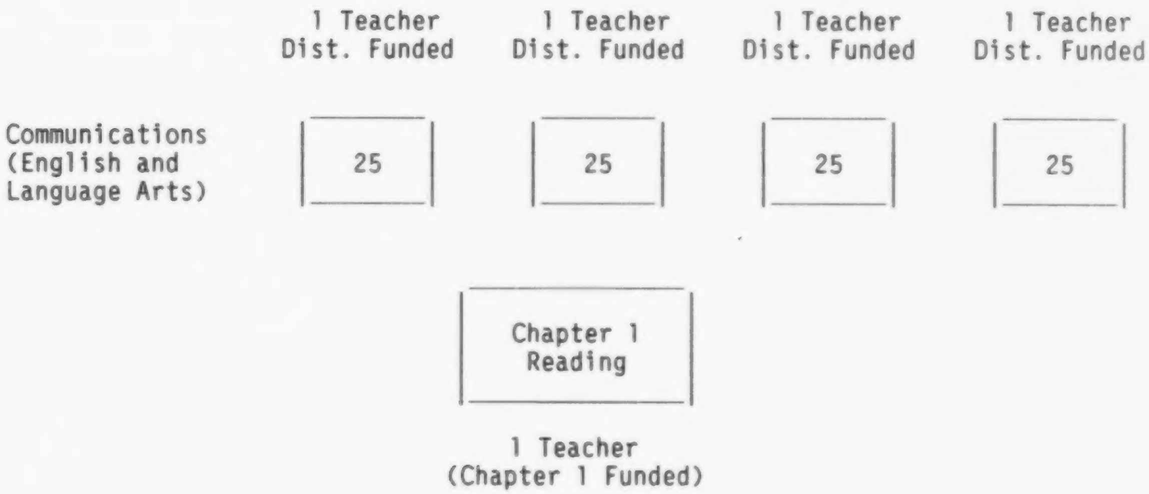
- Chapter 1 funds may be used to provide all expenses of the reading course.

- Elective credit may be granted and counted toward the total number of credits.

Utilization of this model requires the following:

1. Documentation of time spent by students in the required course classroom.
2. Documentation that shows that only eligible students receive service in the Chapter 1 classroom.
3. Documentation that shows that the Chapter 1 teacher spends time on only Chapter 1 activities.

MODEL B


1 Teacher Dist. Funded
1 Teacher Dist. Funded
1 Teacher Dist. Funded
1 Teacher Dist. Funded
Communications (English and Language Arts)
25
25
25
25
Chapter 1 Reading
1 Teacher (Chapter 1 Funded)

- All students are enrolled in regular required classes.
- Students in the Chapter 1 reading class are those eligible to take this course in addition to the required program as a condition of receiving credit for the required communications class. This is an additional requirement for Chapter 1 students.
- No credit is granted for this course. Credit is granted only for the regular class.

Utilization of this model requires the following:

1. Documentation of time spent by students in the required course classroom.
2. Documentation that shows that only eligible students receive service in the Chapter 1 classroom.
3. Documentation that shows that the Chapter 1 teacher spends time on only Chapter 1 activities.

MODEL C

	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded
Communications (English and Language Arts)	25	25	22	20
		2	5	4

Chapter 1
Reading

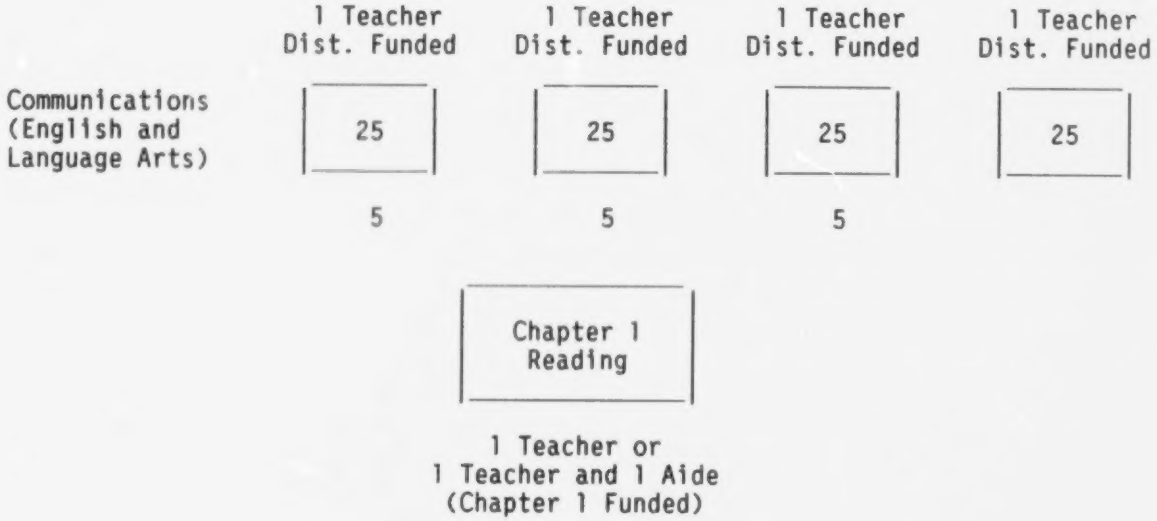
1 Teacher
(Chapter 1 Funded)

- All students are enrolled in required communications (English/Language Arts) classes.
- Students are referred to the Chapter 1 program on a part-time basis as needed. Scheduling of time may be flexible or fixed, but at least a majority of the time must be spent in the required course classroom. Enrollment of communications classes with Chapter 1 participants must be comparable or lower than communications classes having no Chapter 1 pupils. Pupil-teacher ratios are to be computed excluding staff financed with Chapter 1 funds.
- Required credit would be offered through the regular class teacher.

Utilization of this model requires the following:

1. Documentation that shows that only eligible students receive service in the Chapter 1 classroom.
2. Documentation of student time spent in the required course classroom and in the Chapter 1 class.
3. Documentation of close interaction between the district and Chapter 1 teachers.
4. Documentation that students spend at least 51 percent of their time in regular class.

MODEL D


1 Teacher Dist. Funded
1 Teacher Dist. Funded
1 Teacher Dist. Funded
1 Teacher Dist. Funded
Communications (English and Language Arts)
25
25
25
25
5
5
5
Chapter 1 Reading
1 Teacher or
1 Teacher and 1 Aide
(Chapter 1 Funded)

- All students are enrolled in required classes.

- All eligible students are programmed into the Chapter 1 reading class for four weeks in lieu of attending the regular class. After four weeks, eligible students return to their regular classes and are referred to the Chapter 1 program on a part-time basis as needed. A majority of long-range time must be spent in the required classes.

- Credit would be offered through the regular class.

Utilization of this model requires the following:

1. Documentation that shows that only eligible students receive service in the Chapter 1 classroom.

2. Documentation of student time spent in the required course classroom and in the Chapter 1 classroom.

3. Documentation of close interaction between the district and Chapter 1 teachers.

4. Documentation that students spend at least 51 percent of their time in regular class.

MODEL E

	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded
Communications (English and Language Arts)	25	25	25 Chapter 1 Identified Students	25
			1 Teacher and/or Aide (Chapter 1 Funded)	

- Four communications classes are offered.

- Number of staff personnel paid by state and local funds is comparable in each class.

- One class is designated as the class into which all Chapter 1 identified children are scheduled. There are no Chapter 1 identified children in any of the other three classes. Additional staff may be provided by Chapter 1 funds only in the class containing the Chapter 1 identified children.

- Required credit would be granted in this course.

Utilization of this model requires the following:

1. Documentation to show that all children in the Chapter 1 designated class are Chapter 1 eligible children.

2. Documentation of staff funding (sources).

MODEL F

1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded
18	20	25 Chapter 1 Identified Students	24

(Chapter 1 Class)
1 Teacher
and/or Aide
(Chapter 1 Funded)

- Same conditions exist as in the previous example with the exception of class sizes.

- Chapter 1 designated class has the most children, thereby increasing the pupil/teacher ratio. In this case, the Chapter 1 children are not receiving the same benefits as non-Chapter 1 children.

- Required credit would be granted in this course.

Utilization of this model requires the following:

1. Documentation to show that all children in the Chapter 1 designated class are Chapter 1 eligible children.

2. Documentation of extra identifiable funds which must be added at district expense to make the district expenditure, per Chapter 1 child, comparable to non-Chapter 1 children in the other classes.

MODEL G

Communications (English/Language Arts)

1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded
23 NE Students 2 Chapter 1	20 NE Students 5 Chapter 1	21 NE Students 2 Chapter 1	20 NE Students 1 Chapter 1

Chapter 1
Staff

Chapter 1 Funded

- All students are enrolled in required communications course taught by staff funded with state and local funds.
- Chapter 1 staff "visits" each classroom and provides additional assistance to only Chapter 1 eligible students (Chapter 1). Noneligible students (NE Students) receive no assistance from Chapter 1 staff.
- Required credit is offered through the regular class teacher.

Utilization of this model requires the following:

1. Lists of Chapter 1 identified students in each classroom who are to receive service from the Chapter 1 staff.
2. Record of amount of time spent with each Chapter 1 child.
3. Assurance must be given that only Chapter 1 identified students receive Chapter 1 service.

MODEL H

1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded	1 Teacher Dist. Funded
30	30	30 Chapter 1 Identified Students	30

1 Chapter 1 Teacher

- Four classes (communications, science, social studies).
- District funded teachers in each class.
- One class designated as total Chapter 1. No Chapter 1 children in other classes.
- District subject matter teacher works with half the class while Chapter 1 teacher uses textbook for reading instruction with the other half.
- Periodically the halves switch (each week, months).
- Teachers work as a team, sometimes overlapping areas of responsibility.
- Required credit offered for this class.

Utilization of this model requires the following:

1. Documentation to show that all children in the designated class are properly identified Chapter 1 students.
2. Identification based upon skill needs.
3. Documentation of staff funding sources.
4. Specific plan of how services are delivered (type of instruction and timeframes).
5. Teachers must be personally willing to work as a team.
6. Students must be achievement tested annually.

VII. ELIGIBLE CHILDREN

ELIGIBLE CHILDREN

ANNUAL ASSESSMENT OF EDUCATIONAL NEEDS PROGRAM DESIGN AND STUDENT SELECTION

Chapter 1 regulations requires the LEA to conduct an annual assessment of educational needs. It is through the needs assessment procedure that the LEA decides which educationally-deprived children, in both public and nonpublic schools, are eligible to receive Chapter 1 services and determines what those services will be during the coming school year.

One of several approaches that an LEA could use to meet the annual needs assessment requirement is set forth below:

Step 1: Eligibility - Identification of Educationally-Deprived Children.

Using objective criteria and information of your choice, the district identifies educationally deprived children in all public and private school eligible attendance areas. Sources of information might include:

a. Results of standardized tests
b. Results of informal diagnoses (individual reading inventory or basal series test)
c. Records of academic performance (grades, notes in cumulative records)

Step 2: Selection of Educationally-Deprived Children to Participant in the Chapter 1 Program.

Using approved selection criteria of its choice, an LEA identifies educationally-deprived children in program areas and determines which of those children are in greatest need of special assistance. The LEA is required to select those educationally-deprived children in the greatest need in rank order for each grade level of special assistance to participate in Chapter 1 activities. Other considerations are:

a. A child who, in any previous year, was identified as being in greatest need of assistance and who continues to be educationally-deprived, but is no longer identified as being in greatest need of assistance may participate in a program assisted under Chapter 1 the current year.
b. Educationally-deprived children who begin participation in a program assisted under Chapter 1, in the same school year, are transferred to a school attendance area or a school not receiving funds under Chapter 1, may continue to participate in a program or project funded under Chapter 1 for the remainder of such year.
c. The LEA is not required to use funds under Chapter 1 to serve educationally-deprived children in greatest need of assistance if such children are receiving, from nonfederal sources, services of the same nature and scope as would otherwise be provided under Chapter 1.

See page 62, reverse side of Student Selection form for examples of appropriate measureable criteria for rating and ranking students.

Step 3: Selection of Educationally-Deprived Children to Participate in the Chapter 1 Program rating and rank order).

Using approved selection criteria of its choice the LEA identifies educationally-deprived children in program areas and determines which of those children are in greatest need of special assistance. The LEA is required to select those educationally-deprived children in the greatest need of special assistance to participate in Chapter 1 activities. Other considerations are:

a. Observations by professional staff; or
b. Consultations with parents, teachers, administrators or other relevant persons.
c. A child who, in any previous year, was identified as being in greatest need of assistance and who continues to be educationally-deprived, but is no longer identified as being in greatest need of assistance may participate in a program assisted under Chapter 1 the current year.
d. Educationally-deprived children who begin participation in a program assisted under Chapter 1 who, in the same school year, are transferred to a school attendance area or a school not receiving funds under Chapter 1, may continue to participate in a program or project funded under Chapter 1 for the remainder of such year.
e. The LEA is not required to use funds under Chapter 1 to serve educationally-deprived children in greatest need of assistance if such children are receiving, from nonfederal sources, services of the same nature and scope as would otherwise be provided under Chapter 1.

Step 4: Determination of the Specific Educational Needs of Children Selected to Participate (diagnostic).

An LEA identifies the specific educational needs of children selected and designs program activities which focus directly on those needs.

It is the responsibility of each LEA to offer Chapter 1 resources to students in nonpublic schools who meet the LEA's selection criteria.

SIZE, SCOPE AND QUALITY OF PROGRAM

Section 1012 (c) (1) of Chapter 1 requires your district's program/project to be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of students to be served.

In designing a program to comply with this requirement, a district needs to consider the nature of the problems students are encountering, their specific needs and the delivery system available in your district for providing the indicated services or the additional services needed and not currently available.

Consider what additional services are needed and how the services should be delivered. Place first priority on the quality of service needed to meet each student's requirements. If two or more students have the same requirements, consider instructional grouping. While one teacher for one student may be needed to solve complex learning problems, this is not the recommended instructional model.

Some students respond better to one-on-one or very small group situations. The appropriateness of the size of the group may vary, depending upon whether services are provided by a student tutor, a volunteer, an instructional aide or a certificated teacher who has a wealth of techniques and a rich background of experience for helping educationally-deprived students.

The most commonly used instructional models have the teacher or other staff person working with four to six students. Groups of more than ten are discouraged.

The long-term analysis of Chapter 1 programs leads to the conclusion that teaching word attack skills is generally easier than teaching reading comprehension. However, staff members are encouraged to identify the differences to parents and design a program to meet both needs for all students.

The same problem is also associated with mathematics programs. Computation is more easily taught and demonstrated. Problem-solving and application of the computational skills are significant problems much more difficult to eliminate. As you design the program, be sure to evaluate the needs in both areas.

When staff members are assigned to a program, please keep the following guidelines in mind:

1. Assign the most experienced/knowledgeable staff members to the most complex problems.

2. If problems have solutions that are mechanical in character, whenever possible, use professionals to plan the program and paraprofessionals (aides) to implement it.

3. If comprehension or problem-solving are the focus of the program, pay particular attention to the questioning strategies used by the staff. These strategies should cause all students to reason.

Program Size

The scope of the program should be planned to match the resources available. Normally, in Oregon, the average per pupil expenditure per school district should not be lower than $550 per student. Do not plan to serve more students than the number derived by dividing your program budget by $550.

Program Scope

Chapter 1 funds are used to help students achieve at grade level in the basic skill areas of mathematics, reading and/or basic language arts skills. Sufficient concentration of effort must be applied in the selected subject or subjects to assure a high probability of success for the students.

The following Enrollment Decision Form is only a suggested form to use in deciding what changes should be made in the student's program and whether or not the student should continue to be served. It is not a requirement to complete the form and submit it to the state Chapter 1 office. The form is to be used in conjunction with the regular classroom teacher, parents, and the Chapter 1 teacher.

(Suggested Form)
CHAPTER 1 ENROLLMENT DECISION FORM

Student's Name:____

Date Enrolled in the Program: Month ____________________ Year________

1. Is the student functioning at or above grade level in the subject in the Chapter 1 program?

2. Is the student functioning at or above grade level in the subject in the classroom?

3. Has the student been making progress at a faster rate than those students not receiving Chapter 1 staff help?

4. Do we have students who need the help and are functioning at a lower level than those enrolled in the Chapter 1 program?

5. Does the student want to be in the Chapter 1 program?

6. Does the classroom teacher want the student to continue with the program?

7. Do we have another place for students to receive help if the student is no longer provided help by the Chapter 1 program?

8. Do we have methods and materials available to meet the student's needs?

Decision for students who have attained the same level as a child who is compensurate to their age to determine whether to continue or terminate enrollment:

Name of person(s) who completed this questionnaire:____________________

Signature________________________________ Date____________

EXITING STUDENTS FROM CHAPTER 1 PROGRAM

You may continue to serve a child for two years beyond the period when he/she has attained his/her grade level.

RANK ORDERING THE STUDENTS TO BE SERVED

Name of School District:______________________ Attendance Area (building):______________________

Name of Teacher:______________________ Public:________ Nonpublic:________ Neglected/Delinquent:________ (check one)

Name of Test (Column 3):______________________ Form Used:______________ Date Administered:______________
Used in Determining Eligibility

Criteria used in columns 3-10 must be specific and available to staff making the ratings.

Norm Used:______________________

			2 or 3 Criteria								
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Grade	Name of Child or School File No.	Test Scores in NCE or Percentile							Other	Total	Ranking
		Subject:							No (0) Yes (5)	Total All Ratings	

FORM 581-2328 (3/90)CE/cae

Oregon Depar[illegible]t of Education
700 Pringle [illegible]. SE
Salem, OR 97310-0290

Special [illegible]ent Services
Compens[illegible]ry Education

STUDENT SELECTION PROCESS

FOUR MAJOR STEPS

ONE - Identifying a pool of eligible students.
TWO - Identification of most needy grade spans and subjects
THREE - Rank-ordering the student to be served
FOUR - Determining the diagnosed educational needs of the students to be served

PURPOSE OF THE STUDENT RANK-ORDERING CHART

The purpose of the chart is to carry out Step 3 in the four steps in the student selection process. Whatever criteria you use, you must be able to apply that criteria uniformly to all students. The criteria previously published by the "Department" have generally lacked specificity.

SEVERAL POSSIBLE CRITERIA THAT MIGHT BE USED IN RANK-ORDERING STUDENTS

Achievement Test Scores: You must use some objective measure as one of the major criteria. Achievement test scores are frequently available in grades 2 and higher. In grade 1 or lower, you may want to use a developmental scale to give you the objective criteria. In any case, it would seem most appropriate to assign weights to at least three levels. What is shown on the chart is "one" possibility.

Report Card Scores: You might want to assign scores in one or more of the following ways--

Criteria	Weight				(or some other
	5	10	15	20	weights)
A. GPA	2.5+	2.2-2.5	1.0-2.2	.9--	"
B. Performance	Excellent	Good	Poor	Failing	
C. Grades	A or B	C	D	F	
D. Status	Commendable	Satisfactory	Improving	Needs Improved	
E. Percentage	80-100%	70-80%	60-70%	60 or less	

Classroom Performance: You need criteria that are uniformly applied.

20 - Excellent -Works independently, needs little supervision, always gets assignments on time.
15 - Average -Needs some supervision and gets the assignments in, although some are late.
10 - Poor -Needs frequent and close supervision. Staff needs to remind the student to get an assignment done.
5 - Non-Existent -Student is unable to complete assignments without constant adult or peer supervision.

Previous Participation in Chapter 1 Program:

20 - Excellent -Student has made 10 or more NCE point gains, has significantly improved their skills, and attends school regularly.
15 - Good -Child has made 5-9 NCE gains, is improving their skills, and is doing better in their classroom work.
10 - Fair -Child is making positive gains, likes to participate in the program, but the carryover to the classroom is not readily seen.
5 - Poor -Child is not making postive gains and the program seems to be having little impact.

Student Interest:

20 - Excellent -Child is enthusiastic about their participation in the program.
15 - Good -Child shows interest in the program.
10 - Fair -Child shows little interest in the program.
5 - Poor -Child does not wish to participate in the program.

Instructional Sequence:

5 - Excellent -Child was absent due to illness, travel, transciency 0-10 days in the last year.
10 - Good -10-15 days.
15 - Fair -15-20 days.
20 - Poor -20 or more days.

Section 200.31 of the regulations states:

". . .an LEA shall use funds available under this part only for educationally-deprived children,". . ."having the greatest need for special assistance,. . ." "(5)(i) An LEA may identify as eligible and serve under this part children receiving services to overcome handicapping conditions or limited-English proficiency if these children:

(A) Have needs stemming from educational deprivation and not needs related solely to their handicapping conditions or limited-English proficiency; and

(B) Are selected on the same basis as other children identified as eligible for and selected to receive services under paragraph (b) of this section.

The consensus of the Practitioners was that the student selection form with the above criteria added should be used.

BEST COPY AVAILABLE

CHAPTER 1 AND HANDICAPPED CHILDREN
QUESTIONS AND ANSWERS

The following questions and answers should prove helpful to those charged with the responsibility of providing adequate educational services for handicapped children:

1. Is an IEP required for Chapter 1 students?

   No. Chapter 1 law recommends, but does not require, an IEP for its participants, but those children verified for PL 94-142 and also eligible for service in Chapter 1 activities are required by PL 94-142 to have an IEP.

2. Can Chapter 1 teachers be responsible for coordinating PL 94-142 required IEPs for handicapped children?

   No. IEPs required by PL 94-142 are the district responsibility. In cases where Chapter 1 teachers are the only qualified personnel in the district to perform this task, funds other than Chapter 1 must be used to pay the portion of the staff salary for the item spent on this activity. Records must clearly show this share of the salary.

3. Are Chapter 1 teachers permitted to be a part of the IEP team?

   Yes, but only if Chapter 1 is considered as one of the resources for the child's program.

4. Is it legal for Chapter 1 to implement the entire IEP?

   No. Chapter 1 may only serve handicapped children the same way it serves other district children. Chapter 1 may not assume the district responsibility to implement all facets of the PL 94-142 required IEP.

5. May Chapter 1 play a part in mainstreaming of PL 94-142 verified children?

   Yes. Chapter 1 is a service to educationally-deprived children who are unable to maintain the level of academic achievement necessary for them to remain at grade level. This service is only one of many that will assist the child to enter the mainstream of the educational plan of the child's school.

   For example, a handicapped student who has special reading needs may participate in a Chapter 1 reading program in a general or regular classroom or an Educational Resource Center (ERC)* with nonhandicapped students thereby promoting mainstreaming. However, under no circumstances can Chapter 1 funds be used to specifically establish a "mainstreaming" of "traditional" classroom. (*See item 14)

6. What are the resources required to be utilized prior to Chapter 1 placement?

   Chapter 1 funding may not be used to carry out the responsibilities of a school district for providing an appropriate education for all handicapped children until all other resources have been fully utilized. The following resources must be used first:

   A. The District must have a general education program available to the child for basic education.

   B. If the child is handicapped, services to attend to his handicapping condition must be provided either through local, state, or PL 94-142 funding, or a combination, before Chapter 1 dollars may be utilized to supplement the child's learning needs. For instance, a hearing-impaired child may receive itinerant services through local, state, and/or PL 94-142 funding for assistance pertinent to the hearing loss and also receive Chapter 1 support for a reading deficit.

7. May Chapter 1 funding be used for major construction or remodeling of facilities for the exclusive use of PL 94-142 children?

   No. Chapter 1 funds may not be used for this type of activity.

8. May Chapter 1 funds be used to adapt Chapter 1 facilities to accommodate handicapped children in the Chapter 1 classroom?

   No. The expectation is that the district will provide access for all students through other sources.

9. May children served by a Chapter 1 program be included in the child census count for PL 94-142 purposes?

   Yes, if a child served in a Chapter 1 program has been verified as handicapped according to PL 94-142 and an individualized educational plan has been developed for each student.

10. Are all handicapped children eligible to be served by a Chapter 1 program?

    No. Students who are handicapped may be served by a Chapter 1 program only if they meet Chapter 1 criteria of: (a) residence; (b) educational deficiency; and (c) program focus.

    A handicapped child, as identified under PL 94-142, may find a need for additional service in his IEP that may be filled by his participation in a Chapter 1 class. This is true only if the Chapter 1 class is one of the resources identified in the IEP. A handicapped child is still a member of the total student body and Chapter 1 makes no exclusions as long as the needs assessment prescribes the program for the school and the child competes for a place in the class along with other educationally-disadvantaged children. Under no circumstances should a school create a class to take care of these special needs through Chapter 1, but if the Chapter 1 offering can fit into the child's PL 94-142 IEP, it is allowable.

11. May Chapter 1 funds be used to cover the excess costs of educating handicapped children?

    No. In cases where special needs of individual children are financially excessive, there is a tendency to turn to Chapter 1 to fill the gap above that normally provided by the district and PL 94-142 funding. Chapter 1 funds cannot be used in this way. Chapter 1 funds may only be used within the scope of the approved program based upon a comprehensive needs assessment.

12. May the per-pupil expenditure for Chapter 1 handicapped students be greater than for nonhandicapped Chapter 1 students?

    No. Variations in the Chapter 1 expenditures may be the result of meeting individual needs and not due to handicapping conditions.

13. May supportive activities (support services), such as attendance, social work, health, psychological, speech pathology and audiology, and transportation be provided to handicapped children?

    Chapter 1 funded support services shall be made available to eligible children who are enrolled in a Chapter 1 instructional activity and who demonstrate a need for that service to support the instructional activity. This must be shown in the program application. Chapter 1 eligible handicapped children shall be eligible for support services equal to, but not to exceed, services to other children in the program.

14. How may Chapter 1 and special educational services work together in a resource room?

    Chapter 1 may be housed in a resource room; however, the programs should retain separate identities. Special education children may participate in Chapter 1, provided the services are supplementary to the regular district instructional program.

LIMITED ENGLISH-SPEAKING CHILDREN

In general, an LEA may not use Chapter 1 funds to provide special educational services that the LEA is required to provide to children of limited English-speaking proficiency under federal or state law. However, an LEA may use Chapter 1 funds to provide services to children of limited English-speaking proficiency--without violating the "supplement-not supplant" requirement--if the Chapter 1 services have all of the following characteristics:

1. The LEA designs its Chapter 1 program to address special needs resulting from educational deprivation, not needs relating solely to a child having limited English-speaking proficiency;
2. The LEA sets overall program objectives that do not distinguish between participants of limited English-speaking proficiency and other participants;
3. Through the use of uniform criteria, the LEA selects children for participation on the basis of educational deprivation, not on the basis of limited English-speaking proficiency; and
4. The LEA provides Chapter 1 services, taking into account the needs and abilities of individual participants, but without distinguishing generally between children of limited English-speaking proficiency and other children with respect to the instruction provided.

Many of the questions and answers applying to Handicapped Children also apply to the use of Chapter 1 funds for services to limited English-speaking children.

VIII. SCHOOL-WIDE PROJECTS

SCHOOL-WIDE PROJECTS

Any target school or attendance area in which 75 percent or more of the children are from low-income families may be designated as a school-wide program to the extent that it was permitted under Section 1015 of PL 100-297 of the Elementary and Secondary Education Act of 1965, which states:

> "(b) SECTION 1015. SCHOOL-WIDE PROJECTS
>
> "(a) Use of Funds For School-Wide Projects--In the case of any school serving an attendance area that is eligible to receive services under this part and in which, for the first year of the three-year period children are from low-income families or any eligible school in which not less than 75 percent of the children enrolled in the school are from low-income families, the local educational agency may carry out a project if the requirements of subsection (b), (c) (d), and (e) are met."

A comprehensive plan must be submitted to the State Department Chapter 1 office and approved before implementing a school-wide project. The nine components of a comprehensive plan include:

1. Provide for a comprehensive assessment of educational needs (survey)
2. Establish goals and objectives (written and measurable)
3. Demonstrate gains in student achievement in the 75 percent school-wide project that are comparable to other students in other schools (annually compare achievement results with other schools)
4. Describe the instructional program, pupil services and procedures (activities, resources, timelines, and evaluation)
5. Describe the specific uses of funds (budget page)
6. Be developed with team members (list all participants)
7. Provide for on going consultation with team members to demonstrate accountability (schedule of meetings)
8. Provide for parent and staff training (one/or more of the goals)
9. Include procedures for measuring progress (evaluation instruments and procedures)

If you believe one of your schools or attendance areas may qualify as a 75 percent school and you wish to consider operating a school-wide project, please call Don Ulrey at the Oregon Department of Education, 378-3606.

IX. PARENTAL INVOLVEMENT

PARENT INVOLVEMENT

A PROPOSED THREE-YEAR PARENT/CHILD/TEACHER INVOLVEMENT PLAN
"Supporting Parent-Child Relationships"
and
"Parent-Teacher Partnerships"

Overview

Enclosed are the proposed State Chapter 1 parent involvement activities and desired outcomes for the long range plan. The three-year plan is proposed to assess, implement, and evaluate parent involvement as required in the Federal Register, Section 200.34 of PL 100-297.

Parents' support for their **child's** education should continue across the grades as schools develop comprehensive programs to improve achievement and self-image, as well as support each **child's** bond in family relationships.

School staff and parent involvement partnerships should be implemented at all grade levels to inform parents of the desired outcomes required to reach grade level, the homework expectations, and the progress report procedures to support their **child's** achievement. Parents in all schools and all grade levels express the need for two-way communication about their **child's** behavior, academic progress, the educational program, and how to help their **children** at home.

Activities

Six major parent involvement projects include:

1. Improving school-to-home communications, such as open houses, newsletters, handbooks, progress reports, parent-teacher conferences, teacher accessibility, and observations so that parents can understand and act on important messages from the schools to improve their **child's** achievement (12 strategies presented to school staff to increase involvement) (Workshop I);

2. Involving parents in learning activities at home by providing parents with information on school programs, strategies to attain the instructional objectives, and guidance on how to help the **child** at home on school work, school decisions, and skills that affect student success at each grade level (develop calendars with one family activity per week) (Workshop II);

3. Improving the recruitment, training and involvement of parents, grandparents, guardians, and volunteers into the schools to assist teachers and administrators in effective classroom management and instruction of **children**; to support students' programs and activities (teach four programs; i.e., "Family Math," "Preparing For The Drug Free Years," "Read Aloud Workshops," (Workshop III, "Systematic Training for Effective Parents");

4. Assisting families to support positive relationships through parenting and **child**-rearing to effectively bolster their children, to understand child and adolescent development, and establish supportive home conditions for learning and communicating (mail a quarterly parent newsletter and conduct training workshops);

5. Invite and cross-train parents of all **children** at the same workshops; Chapter 1, Chapter 1M-Migrant, Indian and Special Education Parents will be included when invitations are sent to participants.

6. Improving the team participation and leadership of parents in parent organizations, decision-making process, writing the application, conducting workshops, program improvement activities and other governance activities.

   - A no-fault policy which reduces harmful finger pointing and defensive behavior
   - Decisions are reached by consensus rather than by vote, which reduces winner and loser behavior
   - The team cannot dominate the principal nor can the principal use the team as a rubber stamp for his/her decisions
   - This arrangement improves communication, facilitates coordination, and gives everyone a sense of empowerment and ownership of the school program.
   - Reduced conflict increases time spent on the teaching tasks and performance of students begins to increase. Improved performance leads to higher expectations, reduction in behavior problems, improved academic achievement, and greater parent-staff mutual trust and respect.

Desired Outcomes

1. Increase parent participation (activities and attendance) from approximately 10-25 percent during 89-90, 50 percent during 90-91, and 75 percent during 91-92 as measured on the End of Year Report.

2. Increase parent involvement at the State Chapter 1 Winter Conference to at least one parent from each district or one parent from each building.

SAMPLE PARENT POLICY

______________ SCHOOL DISTRICT #___

CHAPTER 1 PARENT INVOLVEMENT POLICY

To be in compliance with the requirements of PL 100-297, Section 1016 of Chapter 1, (the Board of Education) (the administration) of __________ School District #___ requires that:

1. Chapter 1 programs be planned and implemented in consultation with parents of students to be served.
2. A meeting of Chapter 1 parents be convened each year to which all parents of Chapter 1 students are invited and for the purpose of explaining the program to the parents. Opportunities shall be provided for parents to have regular meetings to formulate parental input if they desire.
3. **Chapter 1 staff shall train and assist parents to build their capacity to improve their children's learning in the home and in the school.**
4. Parents of Chapter 1 students will have the opportunity to participate in parent-teacher conferences with Chapter 1 staff.
5. Parents of Chapter 1 students shall be provided with reports of their student's progress in the Chapter 1 program.
6. Chapter 1 personnel shall be readily accessible to parents and shall permit parents to observe Chapter 1 activities.
7. Chapter 1 staff will provide parents of participating students with timely information about the program.
8. Teachers and other staff involved in programs under this Chapter shall be trained to effectively work with parents of participating students.

Proper documentation regarding the above requirements will be maintained and these policies will be made available to parents of participating students.

Approved by Board or Superintendent

____________ DATE

______________________________ SIGNATURE

Suggested Circulation: Chapter 1 Parents, Superintendent, Assistant Superintendent, Chapter 1 Principals, Chapter 1 Teachers, Chapter 1 Assistant Teachers, Chapter 1 Coordinator or Authorized Representative

Parent Involvement

Chapter 1 regulations requires parent consultation in the design and implementation of programs by the parents of such children. The Congressional Conference Report emphasizes that "it is the intent of Congress that parent involvement is an important component of the program . . . and wish to make clear that it is an option of the Local Education Agencies (LEAs) to continue using Parent Advisory Councils (PACs) to comply with the consultation requirement." It is important to note that consult means to "ask advice."

Under the parent involvement provisions, an LEA operating a Chapter 1 program for educationally-deprived children must develop written policies to ensure that parents of the children being served have an adequate opportunity to participate in the design and implementation of that program. This provision, however, gives the LEA considerable discretion about the content of those policies.

To assist the LEA in developing its policies, the regulations list several possible activities for each LEA's consideration. Those activities include, but are not limited to:

1. Notifying each child's parents in a timely manner that the child has been selected to participate in Chapter 1 and why the child has been selected.
2. Informing each child's parents of the specific instructional objectives for the child.
3. Reporting to each child's parents on the child's progress.
4. Establishing conferences between individual parents and teachers.
5. Providing materials and suggestions to parents to help them promote the education of their children at home.
6. Training parents to promote the education of their children at home.
7. Providing timely information concerning the Chapter 1 program, including, for example, program plans and evaluations.
8. Soliciting parents' suggestions in the planning, development, and operation of the program.
9. Consulting with parents about how the school can work with parents to achieve the program's objectives.
10. Providing timely responses to parents' recommendations.
11. Facilitating volunteer or paid participation by parents in school activities.

12. Designating LEA parent coordinators.

13. Establishing parent advisory councils or Chapter 1 review panels.

An LEA is deemed to have met the parent involvement policy requirement if the assurance page in the program application has been signed and the policy statement is on file and readily available in the district office.

The options discussed above are not the only ways to meet the parent consultation requirement. They are simply alternatives that LEAs may wish to consider when planning parent consultation. Further help may be obtained through publications available from the Oregon Department of Education, Chapter 1 office. Attention is especially directed to the booklet prepared by the State Parent Advisory Panel, Parent Involvement: The Critical Link, available from the Chapter 1 office.

At Least One Annual Meeting Required

Another regulatory provision implements the statutory requirement that agencies receiving Chapter 1 funds must annually conduct at least one public meeting to which all parents of eligible children must be invited. The regulations indicate that the purposes of this meeting are to discuss with parents the programs and activities carried out with Chapter 1 funds, inform parents of their right to consult in the design and implementation of Chapter 1 programs, solicit parents' input, and provide parents an opportunity to establish mechanisms for maintaining ongoing communication among parents, teachers and agency officials. A letter on file in the district office should document the invitation to parents, and a written agenda or meeting minutes should document that the content of the meeting complies with the law.

This provision also provides guidance concerning additional parent involvement activities that may be supported with Chapter 1 funds. Such support may include, but is not limited to:

1. Reasonable access to meeting space and materials.

2. Provision of information concerning the Chapter 1 law, regulations, and instructional programs.

3. Training programs for parents.

4. Other resources, as appropriate.

Written Policies Must Be Submitted

LEAs must implement procedures "of sufficient size, scope, and quality to give reasonable promise of substantial progress toward achieving the goals" of informing parents about the Chapter 1 program, training parents to help instruct children, and consulting with parents on school-parent cooperation activities. LEAs are to have written policies on parental involvement in Chapter 1, and shall, if requested, provide support for parental involvement activities. LEAs shall also hold parent-teacher conferences at least annually and provide parents with reports on children's progress, provide opportunities for regular meetings of parents, and provide parents with timely information about the program. LEAs may implement a number of other, specified types of parental involvement activities.

LEAs must also provide a range of opportunities for parents to become informed about the program's design, operation, etc., and must also ensure these opportunities for parents who lack literacy skills or do not speak English. LEAs must also annually evaluate parent involvement programs to determine if action needs to be taken to improve participation.

See Parent Involvement Policy Form in this handbook.

X. SERVICES FOR PRIVATE SCHOOL CHILDREN

SERVICES FOR PRIVATE SCHOOL CHILDREN

NONPUBLIC SCHOOLS

According to Section 1017 of Chapter 1, services to students attending nonpublic schools should be provided in the same or similar manner as services to public school students. Services may include such arrangements as dual enrollment, mobile educational services, summer programs, or before- or after-school programs. Services may not be provided on nonpublic religion-affiliated school sites.

A description of Oregon's provision of Chapter 1 services to nonpublic school children is provided for your information.

1. The Chapter 1 district staff meets with representatives of the nonpublic school students, parents and staff in order to afford them the opportunity to express their views regarding the following:

    a. Identification of those children who will receive services.
    b. How these children's needs will be identified.
    c. What benefits will be provided; i.e., the program to be offered.
    d. How the program will be implemented.
    e. How the program will be evaluated.

2. A program is written for the eligible school children:

    a. Needs are assessed in the same manner in which this is accomplished for public school children.
    b. Students are selected according to public school district criteria for Chapter 1 programs.
    c. Only those children residing in a Chapter 1 eligible public school attendance area are served.
    d. Services are provided which are comparable in size, scope, and quality to those provided to public school students.
    e. Services supplement rather than supplant those provided in the regular classroom.
    f. Services are offered to children in similar grade spans as those offered in Chapter 1 programs in the public schools.
    g. The nonpublic school students are evaluated in the same manner as those in the public schools.

3. Selection of teachers is made according to district policy:

    a. Teachers are selected who are qualified according to state and district guidelines.
    b. Religion is not a factor in the teacher selection process.
    c. LEA maintains administrative control over hiring, placement, and supervision of Chapter 1 teachers.
    d. Direct supervision of the Chapter 1 class activities rests exclusively with the LEA. Nonpublic administrators or teachers may not perform supervision duties.
    e. Teachers and teacher aides may not be assigned to instruct in nonpublic buildings.

4. Control of equipment and supplies is maintained by the local school district:

    a. Public school staff or their contractors must control the use of instructional equipment in nonpublic schools.

    b. Equipment and supplies are to be used only at public schools, agreed upon neutral sites, or in a manner consistent with regulations.

    c. Equipment and supplies are not to be used for religious instruction or workshops.

5. The level of expenditures for students enrolled in nonpublic schools is the same or similar to that expended for students enrolled in public schools:

    a. The same average amount of program funds is expended on all children, both nonpublic and public school students.
    b. Average amount consists of expenditures for:

        (1) Instructional services, excluding salary increments based on length of service.
        (2) Support services, excluding general administration and transportation, but including items such as supplies and instructional equipment.

XI. FISCAL REQUIREMENTS

SUPPLEMENT-NOT SUPPLANT

Funds are to be used only to "supplement and, to the extent practical, increase the level of nonfederal funds that would, in the absence of Chapter 1 funds, be made available for the education of pupils participating in Chapter 1 programs and in no case may Chapter 1 funds be used to supplant those nonfederal funds."

Chapter 1 requirements do not differ substantially from those regulating the former Title I program. Children are still expected to receive their fair share from the local district budgets and in no case may Chapter 1 funds be used to ease the local financial burden of an LEA.

The nonsupplanting concept is illustrated as follows:

	Chapter 1 Program	Chapter 1 dollars and staff
Average Expenditure for all Children	Chapter 1 Student	Chapter 1 student receives all LEA resources

Chapter 1 programs may use in-class or pull-out models, but regardless of the model used, the LEA must scrupulously avoid supplanting.

Programs must be planned to meet the identified needs of selected children within the skills areas determined by the needs assessment. A roving Chapter 1 teacher or aide working in a regular classroom helping Chapter 1 students with problems as they arise is not a valid Chapter 1 program activity because it does not meet the size, scope, and quality regulation and cannot be evaluated.

Districts must guard against allowing Chapter 1 classes to take the place of offerings the student would receive if there was no Chapter 1 program.

The use of Chapter 1 staff to perform rotating district duties is discussed in detail in the Allowable Costs section.

COMPARABILITY

In Oregon, Small Districts and Very Small Schools:

Districts that have only one building per grade span level do not need to carry out comparability studies and maintain comparability data.

If you have questions regarding your need to carry out "comparability studies," we will be glad to provide you assistance in making that determination. At last count, we estimated that 86 districts should be completing comparability studies.

Small Schools Compared to Large Schools:

There have always been concerns that small schools should not be compared to larger buildings. This concern can be accommodated by dividing the schools into two groups: large schools and small schools, when the largest is more than twice the size of the smallest school. If that is the case, compare large school class sizes and expenditures per child with other large schools, and compare small schools with other small schools.

Are Our Buildings Comparable?

What we are trying to determine by the calculations on Form 581-2306 is whether or not the district has higher pupil-teacher ratios in Chapter 1 buildings than it has in non-Chapter 1 buildings. The district is given a 10 percent leeway. You can determine this by checking each Chapter 1 building figures in Column 6 and determining whether or not that figure is greater than the figure in Box 6B. If the average pupil-teacher ratio is greater than that in any single Chapter 1 building, that building is non-comparable and the district is out of compliance with Section 1018 of PL 100-297.

We are also trying to determine, by these calculations, whether or not the district spends more per pupil in non-Chapter 1 buildings than in the Chapter 1 buildings. The district is also given a 10 percent leeway in these calculations. You can determine the difference in the expenditures by checking each Chapter 1 building figures in Column 7 and determining whether or not that figure is smaller than the figure in Box 7B. If the expenditures per child are smaller in any Chapter 1 building than that number, then the building and district are non-comparable.

IF ANY BUILDING IS NON-COMPARABLE ACCORDING TO ONE OF THE CALCULATIONS, THEN THE WHOLE DISTRICT'S CHAPTER 1 PROGRAM IS OUT OF COMPLIANCE. YOU NEED TO SATISFY ONLY ONE OF THE TWO CRITERIA. If you are not comparable on a district-wide basis, using the student/staff ratio or salary comparisons, the district must bring the district back into comparability.

Bringing the District Back Into Comparability:

If the pupil-teacher ratio is more than 110 percent of the district non-Chapter 1 building average, then more instructional staff should be assigned to that building, or the number of children attending the school should be decreased. Remember, instructional staff is more than the "teacher" classification.

If the expenditures per child in a Chapter 1 school are less than 90 percent of the district average for the non-Chapter 1 buildings, as indicated in Box 7B, then you have the choice of assigning more instructional staff to the building to increase the expenditures, or reducing the number of children attending the school to increase the expenditures per child.

Documentation:

As stated earlier, you do not have to use the form supplied, but you need to determine that salaries and pupil-teacher ratios have been examined and found to be within acceptable limits. That examination must be documented in the school district files, which is generally accomplished by filing the working papers. These papers will be examined at the time of your next monitoring by the Chapter 1 staff from the ODE.

The carrying out of the documentation must also recognize the need to assure this office that the supplies, texts, and other materials are equitably distributed to Chapter 1 and non-Chapter 1 buildings. If you have questions, call.

OREGO EPARTMENT OF EDUCATION
700 Pringle Parkway SE
Salem, Oregon 97310-0290

Division of Specia dent Services
Federal Programs Section

Comparability Worksheet

Detailed School Data (Chapter 1 Comparability Report)	Do not include any portion of salaries paid from federal funds, other than funds for which the district is not required to give accounting to the federal government.	Name of District	Grade Span
		This sheet is only for grade span _____ (A, B, C, X) with enrollment group either: ☐ larger or ☐ smaller	Sheet _______ of _______

NOTE: If more than one sheet is required for this grade span and size grouping, use another copy of this form and repeat the non-project school data.

Names of Project Schools (1)	Actual Grade Span (2)	Pupils Enrolled (3)	FTE Staff (4)	Salaries Excluding Longevity (5)	Column 3 + Column 4 (6)	Column 5 + Column 3 (7)	If not Comparable Mark "X" (8)
				$			
				$			
				$			
				$			
				$			
				$			
				$			
				$			
				$			
				$			
				$			
				$			
				$			
Non-project School Averages Averages for non-project schools in this grade span and size grouping.		Average	Average	Average $	6A	7A $	
				Enter here 110% of Box 6A →	6B	7B	Enter here 90% of Box 7A ←

Section 1018 of Public Law 100-297
Regulation 200.43

Form 581-2306 (Rev. 3/89)

INSTRUCTIONS FOR USE OF THE COMPARABILITY WORKSHEET

A separate form is to be completed for each grouping of schools by grade span and size in which there are both Chapter 1 and non-Chapter 1 schools. The following instructions apply to the Form 581-2306 (Rev. 3/89):

In the upper right-hand corner of the form, enter the number of this sheet and the total number of sheets being completed.

District Name: Supply the district name.

Column 1, Name of School: List, by name, each Chapter 1 school in this grade span and size group.

Column 2, Actual Grade Span: Enter the actual span of grades operated in each school (i.e., 1 to 5).

Column 3, Pupils Enrolled: Record the actual number of pupils enrolled in each school on the date being used for data collection. Pro-rate if necessary because of exclusions or other reasons. Do not include district-wide or regional programs housed in this building.

Column 4, FTE Staff: Full-Time Equivalency (FTE) is the amount of time normally required for a full-time position (i.e., 8 hours or whatever is called for in the collective bargaining agreement), and a less than full-time position is the amount of time worked divided by the amount of time normally required in a corresponding full-time activity. Determine the full-time equivalent number of staff members paid with state and/or local funds who are regularly assigned to each school listed. Pro-rate FTE staff as necessary and express the result to the nearest tenth. The staff are the teachers and instructional support staff. This does not include the building office, central office, or non-instructional support staff. By job, it includes teachers, educational assistants, librarians, P.E. teachers, and other members of the staff who carry out instructional tasks or provide direct support for instruction. This also includes prinicpals or vice-principals that do direct supervision or evaluation of teachers "in the classroom."

Column 5, Salaries Excluding Longevity: Enter the total amount of funds spent on salaries for the staff members listed in Column 4, less the amount of such salaries based on length of service (longevity). Express the amount to the nearest dollar.

Column 6, Equals Column 3 Divided by Column 4: The result is the number of children per staff FTE, and compute to the nearest tenth. Enter the result of Column 3 divided by Column 4 in the spaces provided.

Column 7, Equals Column 5 Divided by Column 3: The result is the number of dollars expended per pupil. Express the result to the nearest dollar. Enter the result of dividing Column 5 by Column 3.

NON-PROJECT SCHOOL AVERAGES

Column 3, Average Enrollment: Total the number of pupils enrolled in non-project schools and divide the number of non-Chapter 1 schools. Enter the result to the nearest child in Column 3.

Column 4, Average FTE Staff: Add the full-time equivalent number of instructional staff members at each non-project school and divide by the number of non-Chapter 1 buildings. Enter the result to the nearest tenth in Column 4.

Column 5, Average Salaries Excluding Longevity: Determine the total amount of base (no longevity) salaries of the instructional staff members in non-project schools. Divide by the number of non-project schools and enter the result in Column 5. Express the result to the nearest dollar.

Column 6, Box A (6A): Calculate the average staff FTE to the nearest tenth for the non-project schools.

Column 7, Box A (7A): Calculate the average expenditures per child to the nearest dollar for the non-project schools.

Column 6, Box B: Calculate 110% of the average staff FTE given in 6A above.

Column 7, Box B: Calculate 90% of the average expenditures per child given in 7A.

MAINTENANCE OF FISCAL EFFORT

This is one of the most important items on the application form. Failure to maintain fiscal effort may result in a reduction of available allocation to the district. This requirement is found in Section 1018a) of the Statute.

The comparisons presented must be taken from audited expenditures for the two fiscal years. These may be presented in either per pupil or aggregate expenditures. Remember, these are expenditures of public funds, not federal funds.

1. Expenditures to be considered

The definition contained in Section 200.41 (a) (1) (3) (ii) of the regulations, is used for deciding which expenditures to consider in determining compliance with the Chapter 1 maintenance of effort requirement. These expenditures for free public education include expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, net expenditures to cover deficits for food services, and student body activities. Do not include expenditures for community services, capital outlay, debt services, and expenditures from various federal funds.

2. Reduction in current allocation as a result of failure to maintain fiscal effort

The SEA shall reduce the LEA's Chapter 1 allocation in the exact proportion to which the LEA failed to meet 90 percent of either the fiscal effort per student or aggregate expenditures for the second preceding fiscal year.

3. Effect of failure to maintain effort on the base to be used in subsequent year

Section 200.41(b)of the regulations specifies that in determining maintenance of effort for the fiscal year immediately following the fiscal year in which the LEA failed to maintain effort, the SEA may consider the LEA's fiscal effort for the second preceding fiscal year to be 90 percent of either the fiscal effort per student or aggregate expenditures for the third preceding fiscal year.

4. SEA approval of waiver

The SEA may waive, for one fiscal year only, the maintenance of effort requirement for an LEA if the SEA determines that a waiver would be justified due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the resources of the LEA. The SEA may not consider tax initiatives or referenda to be exceptional or uncontrollable circumstances.

5. Effect of a waiver on an LEA's current Chapter 1 allocation

If the SEA waives the maintenance of effort requirement for an LEA, the SEA will allocate to that LEA its full entitlement of Chapter 1 funds.

ACCOUNTING

Monies received and expended under Chapter 1 of The Elementary and Secondary Education Act (ESEA) shall be accounted for in a separate fund(s). The local educational agency (LEA) has the option of depositing Chapter 1 receipts in its general fund bank account or in a separate bank account. However, separate accounting records shall be maintained by the LEA for the receipt and expenditure of this money.

Inasmuch as the uses and limitations of these monies are specified by the legal authority--the federal government--these monies cannot be diverted to other uses. In accordance with the Program Budget Manual, published by the Oregon Department of Education in April 1975 and revised in 1980 and 1988, monies of this character are to be coded as a subclassification(s) of Code 200 entitled Special Revenue Fund.

It is not enough to provide a single special Revenue Fund account for the Chapter 1 program to be administered by an LEA. The federal regulations require that the state education agency must account for funds separately by source of funds and the year in which such funds were approved by Congress. The identity of the individual program number is maintained even though it may span parts of two different fiscal years.

It follows that the formal books and accounts of the LEA, or a suitable substitute thereof, should recognize the need to generate figures by program number. Where the LEA uses the formal books and accounts approach, it is a matter of assigning subclass codes to accounts under the fund account assigned to the overall program in the Special Revenue Fund section. A suitable substitute for the above is a subsidiary record in which the revenues and expenditures are detailed by individual program numbers and kept in agreement with the control account carried in the Special Revenue Fund section of the formal books and accounts.

Classification of revenue and expenditures related to Chapter 1, ESEA, shall conform to the accounting structure set forth in the current Program Budget Manual. The obligation basis of accounting shall be used by LEAs in accounting for Chapter 1 monies even though the LEA may be on the cash basis of accounting for its normal operations.

Federal funds cannot be requested for the purpose of holding in a savings account to accrue interest.

Cooperative Programs

For cooperative programs, it is recommended that the administrative LEA use a separate bank account for the deposit of Chapter 1 monies. Also, separate accounting records must be kept by the administrative LEA. All disbursements should be made by the administrative LEA for services and materials furnished to participating LEAs. No money should be advanced to the participating LEAs by the administrative LEA.

The Starting Date

LEAs may not accrue expenditures against a Chapter 1 program before the program application is approved by the Oregon Department of Education and a starting date is specified in the notice of approval document.

The Initial Budget

An integral part of the application for a Chapter 1 grant is the budget. The budget is detailed by individual program numbers on the page of the application headed Detailed Total Program Budget. Expenditures are to be labeled in accordance with the expenditure account codes prescribed by the Program Budget Manual.

Recovery of Indirect Costs

LEAs are required to have an approved indirect cost rate in order to recover any indirect (overhead) cost related to federal grants and contracts. Federally-assisted programs shall bear, in addition to direct costs, their fair share of indirect costs. The LEA is required to prepare an indirect cost allocation plan only if it wishes to recover indirect costs for federal grants. The LEA has the option of electing not to recover indirect costs.

The State Superintendent of Public Instruction is delegated the authority for reviewing LEA indirect cost plan data and for approving LEA indirect cost rates. In the performance of this responsibility, the Department has periodically issued instructions setting forth the procedure to be followed by the LEA wishing to take advantage of this provision. The latest copy of the procedure can be obtained from the School Business Services section of the Department.

Revisions of Budget

Districts are expected to expend funds from the categories proposed in the application. Occasionally, it will be necessary to shift budget amounts due to higher costs or inability to hire the anticipated staff. The Chapter 1 office has provided a method by which these shifts may be made. This option is further discussed in Amending The Application section.

In Oregon, to transfer more than 20 percent or more than $300 from or to any program account number or object number, the LEA must seek prior approval from the Chapter 1 office. Requests for transfer should be made in duplicate and should include:

1. A letter identifying state program number, account numbers, object numbers to be reduced or increased and a statement as to why these funds were available for transfer. This letter must be signed by the authorized representative of the school district.

2. A statement regarding the effect of the transfer on the original objectives of the program.

3. A new budget page using copies of the application Detailed Budget page.

The transfer limit which may be made without prior state approval must be watched very carefully.

The 20 percent or $300 applies to both the in and out process as illustrated here:

Program Account Number	Detailed Items	FY___ (current year) Allocation (1)
1000	Instruction	
100	Salaries (total all salaries)	$5000
200	Employee Benefits (total)	1500
400	Supplies (total)	200
	Totals:	$6700

The LEA may move a maximum of $1000 from the Object 100, Salaries, without prior state approval. However, in the illustration above, the entire $1000 could not be re-entered in the other two accounts since the 20 percent or $300 limitation also applies to categories into which funds are to be placed. For instance, only $300 could be placed into Object 200, Benefits, and only $300 could be placed into Object 400, Supplies, without prior approval.

To carry the illustration further, $300 could be taken from Object 200 and the entire amount transferred to Object 100, Salaries, since the $300 is much lower than the 20 percent allowed, which in this case would be $1000.

The LEA may transfer up to $300 from any item to an item not previously contained in the approved budget without first receiving the approval of the Chapter 1 office.

Applying for Supplementary Funds

Whenever additional funds are to be applied to an existing approved program, the three steps given above must be followed. In addition, the following extra two steps are required:

4. Additional program goals and performance objectives in utilizing the supplementary funds.

5. A complete description of the activities and services to be provided to educationally-disadvantaged children with the use of the supplementary funds.

If no changes in goals, activities or numbers of children participating are planned, items 4 and 5 may be covered by a general statement that such is the case.

Financial Report and Request for Funds (Quarterly)

The Form 581-3140 serves as both your "Notification of Program Approval" and "Request for Funds." The upper portion of this form will be completed by the Chapter 1 office when the district's grant application is approved. The district should copy this typed information to a blank form when requesting funds.

Each program number requires a separate Form 581-3140 to request funds. It is important to include the program number when requesting funds.

To more evenly regulate the amount of cash flow in the school district, the Chapter 1 office recommends dividing the Chapter 1 allocation by 10 (for months of operation). The resulting figure is the monthly request for federal funds (as shown under the "Request for Federal Funds" section).

AUDITS AND ACCESS TO RECORDS

Chapter 1 law expressly states that the Inspector General of the Department and the Comptroller General of the United States have the authority to conduct audits of the use of Chapter 1 funds. The LEAs are required to relay to the Department any funds determined by federal audits not to have been spent in accordance with applicable law.

The regulations provide that any state or local government that receives Chapter 1 funds must comply with single audit requirements. The regulation provides for independent audits of financial operations, including compliance with certain provisions of federal law and regulation. The requirements are established to ensure that audits are made on an *organization-wide* basis, rather than on a grant-by-grant basis. As recipients of federal financial assistance, SEAs are responsible for ensuring that the single, organization-wide audits of subrecipients required by §74.62 are conducted. This section also explains the conditions under which funds recovered from an LEA, as a result of a state audit, may be returned either to the same LEA or to another LEA.

The costs of audits are to be charged to the programs being audited as direct or indirect administrative costs. Of these costs, a proportionate share may be charged to the Chapter 1 program. The audits most likely will be conducted by local CPA firms and will entail not only the usual financial accounting review, but also program regulation compliance.

AUDIT COMPLIANCE

The following are some of the compliance items taken from a document issued by the Office of Management and Budget. While these following items deal only with Chapter 1, the audit will cover all federally funded programs in the district.

1. Compliance Requirement

   An SEA may grant Chapter 1 funds only to LEAs that submit an application for a program to be conducted during a period of not more than three fiscal years. An SEA shall approve an LEA's application for Chapter 1 funds if it includes a description of the Chapter 1 program to be conducted, the assurances required under Section 556(b) of Chapter 1 and the assurances required by Section 436(b)(2) and (b)(3) of GEPA. (PL 97-35, Sec. 556) (34 CFR 200.13-200.14)

   Suggested SEA Audit Procedures

   Review the SEA's system for reviewing LEA applications and awarding funds to LEAs and evaluate for adequacy.

   Select a sample of accepted and rejected applications and determine if there is adherence to the prescribed procedures.

2. Compliance Requirement

   An LEA may use Chapter 1 funds only to meet the costs of program activities that are designed and implemented to meet the special educational needs of educationally-deprived children identified under Chapter 1 regulations, are included in an application approved by an SEA and comply with all applicable Chapter 1 requirements.

   Suggested LEA Audit Procedures

   Review the LEA's approved program application.

   Review expenditure records and supporting documentation.

3. Compliance Requirement

   Chapter 1 programs shall be conducted in attendance areas of LEAs having the highest concentrations of low-income children. If an LEA has a uniformly high concentration of low-income children, the programs may be in all attendance areas. The programs may be designed to use part of the funds to provide services that will help all educationally-deprived, low-income children served by the LEA.

   Suggested Audit Procedures

   - Review the system used to determine attendance areas having the highest concentrations of children from low-income families and evaluate for adequacy.

- Identify the source of the demographic information and consider its reliability.

- Determine the schools in which Chapter 1 programs are being provided and whether the children receiving the Chapter 1 services are educationally deprived children from attendance areas having the highest concentrations of low-income families.

4. Compliance Requirement

The combined fiscal effort per student or the aggregate expenditures of the LEA from state and local funds for free public education for the preceding year must be at least 90 percent of the fiscal effort per student or aggregate expenditures for the second preceding year, unless specifically waived by the SEA. The waiver may be for one fiscal year only.

Suggested Audit Procedures

- Review a sample of granted waivers and determine basis for waiving.
- Ascertain whether the SEA waived the expenditure requirement.
- Review the first and second preceding years' financial and related records and determine total expenditures.
- If necessary, review the first and second preceding years' pupil records and determine per pupil expenditures.

5. Compliance Requirements

a. An LEA shall use Chapter 1 funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Chapter 1 funds, be made available from nonfederal sources for the education of students participating in Chapter 1 programs.

b. An LEA shall not use Chapter 1 funds to supplant funds from nonfederal sources.

c. An LEA may exclude state and local funds expended for carrying out special programs to meet the educational needs of educationally-deprived children that are consistent with the purposes of Chapter 1.

Suggested Audit Procedures

- Review financial and student records and determine the expenditures for children participating in Chapter 1 programs.
- Ascertain the amount financed with Federal funds.
- Ascertain whether the expenditures for Chapter 1 students are greater than the expenditures of state and local funds by an amount that is no less than the cost of the Chapter 1 programs.
- Identify services provided to all children with state or local funds.
- Determine whether Chapter 1 funds were used to provide services that supplement or were additional to services that would be provided with state and local funds.

6. Compliance Requirements

a. An LEA may receive Chapter 1 funds only if state and local funds will be used to provide services in program areas which are at least comparable to services being provided in areas not receiving Chapter 1 funds.

b. If all school attendance areas are designated as Chapter 1 program areas, an LEA may receive Chapter 1 funds only if state and local funds are used to provide services which are substantially comparable in each program area.

c. An LEA may exclude state and local funds for special programs to meet the educational needs of educationally-deprived children that are consistent with the purposes of Chapter 1.

Suggested Audit Procedures

- Review the systems by which the LEA determines and selects the levels of service among the different schools and evaluate for adequacy.
- Examine information maintained by the LEA to determine comparability; e.g., district-wide salary schedule; policies to ensure equivalence among schools in teachers, administrators, and auxiliary personnel; policies to ensure equivalence among schools in curriculum materials and instructional supplies.

7. Compliance Requirement

The LEA's Chapter 1 program must be based on an annual assessment of educational needs that identifies educationally-deprived children in all eligible attendance areas, permits selection of those children who have the greatest need for special assistance and determines the needs of participating children with sufficient specificity to ensure concentration on those needs.

Suggested Audit Procedures

- Identify methods used to assess needs and ascertain whether they are considered suitable.
- Determine whether assessments are performed with the required frequency.
- Review the manner in which the LEA applies the results of the assessment to make sure that only educationally-deprived children are served.

8. Compliance Requirements

a. Except where prohibited by state law, in which case the Secretary invokes a bypass to have the services performed directly the LEA shall provide educationally-deprived children residing in a program area of the LEA who are enrolled in private elementary and secondary schools with educational services and arrangements as will assure participation on an equitable basis of these children.

b. If the LEA decides to serve educationally-deprived, low-income children under Chapter 1, the LEA must also provide Chapter 1 services to educationally-deprived, low-income children in private schools as will assure participation of those children on an equitable basis.

Suggested Audit Procedures

- Review procedures for determining numbers and needs of educationally-deprived children in private schools and evaluate for adequacy.
- Ascertain Chapter 1 services provided to such children and determine whether those services have been provided on an equitable basis.

9. Compliance Requirement

An SEA or LEA may obligate Chapter 1 funds only during the fiscal year for which the funds were appropriated and during the succeeding fiscal year, i.e., commit funds from a specifically identified fiscal year, according to state law or practice, to the support of specific programmatic or administrative activities.

Suggested Audit Procedures

Test expenditure and related records and note dates for obligation of grant funds.

Test older unliquidated obligations for currency.

10. Compliance Requirement

The SEA and LEAs must retain records, for audit and evaluation, for five years after the program or until audit resolution is complete.

Suggested Audit Procedures

Review procedures for records retention.

Review correspondence and determine whether there were any instances of required records not being available.

XII. EVALUATION

EVALUATION

Under Section 200.80 of Chapter 1, students, projects, and programs should be evaluated regularly in an effort to improve the effectiveness of your programs. Those evaluations should include the collection of information relative to instruction, the setting in which instruction takes place, staff composition, available resources and the assessment of student performance as measured against student, project, and program goals.

Chapter 1 programs will be evaluated annually. The evaluation methodology must include objective measurements of educational achievement and desired outcomes in the basic and advanced skills and the LEA's determination of whether improved performance was sustained over a period of one or more years.

The U.S. Department of Education requires that evaluation reports be submitted once every three years in accordance with the three-year schedule prepared by the Chapter 1 office. Gains are to be reported in Normal Curve Equivalents (NCEs) and data collected on race, age, and gender of children served and number of children served by grade levels 2-12. Desired outcomes may be used to evaluate early childhood programs, kindergarten, and first grade.

The progress of Chapter 1 students in the regular program is to be evaluated, as well as in the Chapter 1 program.

School-wide projects will be evaluated annually by comparing results to the previous three years before becoming a school-wide project or by comparing their aggregate average to the district's aggregate average. "Preponderance of the evidence" will determine whether the school-wide project is in program improvement.

Assistance is available from the Oregon Department of Education at 378-3606, or from the Technical Assistance Center at the Northwest Laboratory, 295-0214 or 1-800-547-6339.

PUBLICATIONS THAT COULD HELP YOU:

"Model A Owner's Manual," Randy Demaline and Don Rader. Published by the Technical Assistance Center at the Northwest Regional Educational Laboratory.

"Model A Owner's Road Map and Trip Planning Guide". This is a one page, expandable item that can be used to plan your evaluation program.

"Sustained Effects Workbook", Randy Demaline. Published by the Technical Assistance Center at the Northwest Regional Educational Laboratory, May 1983.

The primary purpose of evaluation must be program improvement. However, another purpose is program maintenance, and this involves keeping various individuals and groups with an interest in the program aware of the program's successes and needs.

For additional information on program evaluation, a handbook, "Program Evaluation Skills for Busy Administrators," is available from the Coordinator of Research, Assessment and Evaluation, Oregon Department of Education or from the Northwest Regional Educational Laboratory, Portland.

A Sample Evaluation Process

The following elements should be considered for inclusion in an "Evaluation Plan:"

1. Responsibilities. The plan needs to designate personnel responsible for carrying out the various aspects of the evaluation.

2. Objectives/Issues. What are the objectives of the program? How well are students achieving the objectives? Is the program improving the attitudes of students? How do parents and teachers view the program? What are the major strengths of the program? What are the major needs of the program?

3. Information Requirements. What information is needed to determine how well objectives are met? What information is needed to answer the proposed questions or satisfy the issues?

4. Information Sources. Sources of information might include parents, teachers--both Chapter 1 teachers and other teachers--administrators, and the students. To resolve some issues, it may be necessary to include both Chapter 1 students and non-Chapter 1 students.

5. Instruments. Standardized tests, criterion referenced tests, questionnaires, opinionnaires, progress records, and behavioral records are all examples of instruments that might be considered in gathering information and data.

6. Time Schedule. A time schedule or timeline needs to be prepared to show responsible personnel when various aspects of the evaluation are to be completed.

7. Analysis. One part of the plan needs to indicate how the various data collected is to be synthesized and analyzed. Is this to be done by an individual or a committee? By a standing committee or by a special committee? Is a written report to be prepared?

8. Reporting. Various individuals and groups that should be considered as possible recipients of the report include the superintendent, the board, the special education director, the Chapter 1 coordinator, curriculum director, building administrators, teaching staff, parent groups, community groups, and the community. How is the reporting to be done?

9. Use. Are there changes that need to be made in the program that are indicated in the results of the evaluation analysis? The most important question is, "What changes are you going to make in the program now that you have examined the evaluation information?"

INSTRUCTIONS FOR COMPLETING THE 1990-91 CHAPTER 1 "ACHIEVEMENT INFORMATION" REPORT

FOR HELP CALL: 378-3606, Chapter 1, ESEA, Oregon Department of Education, or RMC Research Corporation in Mountain View, California at 1-800-451-4407.

A report is to be completed for all Chapter 1 projects (Pre K-12) in reading, language arts, mathematics, or other subjects conducted during the regular school term. A separate form must be completed for each subject area within each Chapter 1 school. For Pre K, K, and Grade 1, complete only Form C "Chapter 1 Early Childhood Evaluation Form."

However, if more than one test battery (such as CAT, ITBS, etc.), evaluation model or testing interval is used for the same subject in different grade levels, a separate form must be completed for each test or testing interval.

THE FOLLOWING DIRECTIONS ARE TO BE USED TO COMPLETE THE "ACHIEVEMENT INFORMATION" REPORT.

------------------------------------- A -------------------------------------

County Name. Insert the name of the county in which the primary portion of the district is located.

District Name. Insert the name and number of the school district.

School Name. Insert the name of the school.

Name of Person Completing Report. This is the name of the person that collected the information and is familiar with the technical characteristics of the evaluation information. Please include a summer phone number if that person will not be available at the school phone number during summer months.

Achievement Information Not Available. There are a number of reasons the information may not be available. Please use the space provided in Item 4 on the reverse side of the page to explain why the information is not available.

Cooperative Program. Does this same program serve schools from two or more districts? Check if applicable. If you operate a cooperative model, use the special cover page to obtain signatures of participating districts.

------------------------------------- B -------------------------------------

B1 Advanced skills must be reported. Use a single subtest. If you are reporting Reading, use the Comprehension subtest. If you are reporting Math, use Concepts and Applications OR Problem-Solving.

B2 Basic skills, such as Reading Vocabulary or Math Computation, may be reported, but this is optional. These areas are reported by using a single subtest or total test score.

Form 581-2315 (Rev. 8/90) Instructions, pg. 1

B3 Testing Interval. Check the interval between pretest and post-test.

1. Spring-Spring: Submit by June 15 or as soon as possible	An evaluation with pretesting in the spring of one school year and post-testing in the spring of the following school year.
2. Fall-Fall: Submit by December 15 or as soon as possible	An evaluation with pretesting in the fall of one school year and post-testing in the fall of the following school year.

------------------------------------ C ------------------------------------

The following should be completed for both the pretest and post-test.

C1 Test Code. Listed below are two-digit test codes. Record the code for each test used in the evaluation. For example, if the California Achievement Test was used, the test code would be 02.

CODE	TEST NAME	EDITION
01	Basic Achievement Skills Individual Screener (BASIS)	1983
02	California Achievement Tests	1977, 1985
03	Comprehensive Assessment Program (CAP-NAT)	1989
04	Comprehensive Assessment Program (CAP-ACH)	1980
05	Comprehensive Tests of Basic Skills (CTBS)	1989, 1981-82
06	Curriculum Referenced Tests of Mastery (CRTM)	1984
07	Degrees of Reading Power (DRP)	1982, 1988
08	DMI Mathematics Systems (DMI/MS)	1983
09	Gates-MacGinitie Reading Tests (GMRT)	1989
10	Iowa Tests of Basic Skills (ITBS)	1985, 1989
11	Kaufman Test of Educational Achievement (K-TEA)	1985
12	KeyMath Revised	1988
13	Metropolitan Achievement Tests: Diagnostic Battery (MAT6/D)	1986
14	Metropolitan Achievement Tests: Survey (MAT6/S)	1985
15	National Tests of Basic Skills (NTBS)	1985
16	Nelson Reading Skills Test	1977
17	Peabody Individual Achievement Test	1989
18	Prescriptive Reading Inventory (PRI/RS)	1980
19	Reading Yardsticks	1981
20	Sequential Tests of Educational Progress (STEP III)	1979
21	SRA Achievement Series (SRA ACH)	1978, 1985
22	Stanford Achievement Test	1986, 1989
23	Stanford Test of Academic Skills (TASK)	1986, 1989
24	Stanford Diagnostic Math Test	1984
25	Stanford Diagnostic Reading Test	1984
26	Survey of Basic Skills (SBS)	1985
27	Tests of Achievement and Proficiency	1986, 1988
28	3-Rs Test	1982
29	Woodcock Reading Mastery Test-Revised	1987
30	TEST NOT ON THE ABOVE LIST	YEAR

C2 Subtest. Record the name of the subtest used; i.e., Reading Comprehension, Math Applications, Problem-Solving.

C3 Test Edition. Enter the last two digits of the edition year of the test administered. (Editions are listed above.) For example, if the 1985 edition of the California Achievement Test was used, enter 85. Since test publishers often release materials over several years, be sure to use the listed dates. For an unpublished test, give the year it was developed.

C4 Date Administered. Enter the MONTH, DAY and YEAR (i.e., 4/22/90), in digits, for the midpoint of the period during which the test was administered. For example, if the test was administered during the week of April 16-20, record "4/18" for April 18.

D

For each grade served by the project (except preschool, kindergarten and grade 1), report the following.

D1 Project Setting Code. Record the code that corresponds to the type of setting in which the project took place.

Code

1 Regular Classroom. At least 75 percent of the Chapter 1-funded instruction occurred in the regular classroom of the Chapter 1 participants. Instruction may have incorporated a variety of teaching strategies using various materials (both commercial and teacher-made), as well as machines.

2 Pull-Out. At least 75 percent of the Chapter 1-funded instruction occurred in a location other than the regular classroom. Instruction may have incorporated a variety of teaching strategies using various materials (both commercial and teacher-made), as well as machines.

3 Laboratory. At least 75 percent of the Chapter 1-funded instruction occurred in a location other than the regular classroom of the Chapter 1 participants. Instruction was primarily or exclusively by machines.

4 Regular Classroom and Pull-Out. Approximately equal amounts of Chapter 1 instruction were provided in the regular classroom and in a location other than the participants' regular classroom.

5 Regular Classroom and Laboratory. Approximately equal amounts of Chapter 1 instruction were provided in participants' regular classroom and in a laboratory setting using machines.

6 Pull-Out and Laboratory. Approximately equal amounts of Chapter 1 instruction were provided in a laboratory setting using machines and in a location other than the participants' classroom.

7 Other. This category covers any project whose setting is not adequately described by one of the preceding six descriptions.

D2 Hours/Week Instruction. Enter the number of hours per week during which the typical student in the project received instruction. This figure should reflect absenteeism. For programs in which Chapter 1 assistance is offered within the regular classroom, hours per week of instruction should include time that an average child is working directly with Chapter 1 staff or on special Chapter 1 assignments. For example, if the average student is in the project about an hour each day, but is generally absent one day every week, the appropriate response would be four hours per week. Enter the number of hours to the nearest tenth in a decimal figure.

D3 Average Weeks of Instruction. Enter the number of weeks during which the typical student in the project received Chapter 1 instruction. This figure should reflect the fact that some students may have entered late or exited early. It should not reflect absenteeism since that is already covered under Project Hours Per Week; nor would it reflect weeks during which instruction was not given due to startup activities, reporting, vacations, etc.

D4 Student-to-Instructor Ratio. Record the number of students receiving instruction during an instructional period and the number of instructors providing it.

* If students come to a Chapter 1 room in groups of three, the student to instructor ratio is 3:1. This is true regardless of whether the teacher or teaching assistant works with students in a group or individually as long as students work on Chapter 1 assignments while they are in the room.

If students remain in their regular classroom and the Chapter 1 teacher or teaching assistant pulls aside two children at a time for special help, the student to instructor ratio is 2:1. This is true regardless of the number of Chapter 1 students in the classroom. (Hours per week of instruction should, however, reflect the amount of help, in hours, each student receives, not the amount of time the Chapter 1 teacher or aide spends in the classroom.)

Note: The term "instructor" refers to any paid adult professional or paraprofessional who functions in an instructional capacity. The term excludes peer tutors, volunteers, and any instructional persons who are not part of the Chapter 1 project and would be present even if there were no Chapter 1 projects.

D5 Out-of-Level Testing. Check the "Y" if any or all of the Chapter 1 students were tested out of level; i.e., with a test above or below the level recommended by the test publisher. Please make sure you have made the correction to the "in-level" scores if you used out-of-level tests. If you used no "out of level" testing, place a check in the "N" column.

D6 Membership. Record the number of Chapter 1 students enrolled in the program on September 30 (at the reported grade level) OR as of the tenth day on which the project began.

D7 N: Students with Pretest and Post-test Scores. Enter the number of students in the grade having both pretest and post-test scores. At the bottom of the column, total the number of Ns for all grades.

D8 Pretest. Enter the NCE corresponding to the mean (average) pretest score of the Chapter 1 students. Scores must be under 100.

D9 Post-test. Enter the NCE corresponding to the mean or average post-test score of the Chapter 1 students. Scores must be under 100.

D10 Gain. Enter the computed NCE gain. This figure is an estimate of achievement beyond what would have been expected had the student not participated in the Chapter 1 program. The NCE gain is found by subtracting the pretest NCE from the post-test NCE.

D11 Weighted Gain. Multiply (N) in (D-7) by gain or loss in (D-10) to find (D-11). Add all weighted gains/losses and enter in "total" at the bottom of (D-11). Divide the total "weighted gains" by the total (N) in (D-7) to determine aggregate average in last box of column (D-11).

Private School Students. If you serve private school students in the public school program, indicate the number who took the pretest and post-test in the box provided.

Return to:
Chapter 1 Program
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290
Phone: 378-3606

FOR STATE OFFICE USE
Cnty., Dist. & Bldg. # ______________

A. 1990-91 EVALUATION INFORMATION — one for each school

A

County Name ______________________ District Name & No. ______________

School Name ______________________ Phone ______________

Name of Person Completing Report ______________________ Summer Phone ______________

☐ Achievement Information Not Available — Please explain on the back, Item 4. ☐ Cooperative Program

B

NOTE: Complete a separate evaluation form for each area tested.

B1 REQUIRED (one only)	B2 OPTIONAL (one only)	B3 TESTING INTERVAL (one only)
☐ 1. Advanced Reading (must use Reading Comprehension Subtest)	☐ Basic Reading	☐ 1. Spring to Spring
☐ 2. Math (must use Concepts/Application **OR** Problem Solving Subtest)	☐ Basic Math	☐ 2. Fall to Fall
	☐ Other Language Arts	

C

NOTE: All pre- and posttesting must be accomplished within two weeks of the empirical norm date of test (C3).

	C1 Test Code (not test name)	C2 Subtest	C3 Test Edition (must be same for Pre and Post)	C4 Date Administered (month/day/year)
Pretest			19	/ /
Posttest			19	/ /

D

In part D, columns D8 and D9, the number entered in each box are **under** 100.

Grade	Project Description				D5 Out-of-Level Testing		D6	D7	Normal Curve Equivalents (NCEs)			
	D1 Project Setting Code	D2 Hours Instruction Per Week	D3 Average Weeks of Instruction	D4 Student to Instructor Ratio–5:1	Y	N	Membership	N	D8 Pretest	D9 Posttest	D10 Net Gain/ Loss	D11 Weighted Gain/ Loss
2				:								
3				:								
4				:								
5				:								
6				:								
7				:								
8				:								
9				:								
10				:								
11				:								
12				:								

D7 Total ☐ D11 Total ☐

D11 Total ☐ + D7 Total ☐ = Average Bldg Lvl NCE Gains ☐

Number of Private School Students in Column D7: ☐

DATA QUALITY ASSURANCE CHECKLIST

NOTE: The following information is required as a quality control check for the achievement impact data.

1. If testing was not completed within the empirical norm date limits, did you adjust the scores reported in Section D using interpolated norms tables provided by the test publisher? ☐ Yes ☐ No
2. Was the test score used for selection different from the one used for the pretest? ☐ Yes ☐ No
3. Have all arithmetic computations been double-checked and rounded to the nearest tenth? ☐ Yes ☐ No
4. Describe any test administration problems, or evaluation concerns associated with your impact data:

____

Signature

127

Return to:

Chapter 1 Program
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290
Phone: 378-3606

B MODEL A1 WORKSHEET (Side 1)

District Name ______________________________ Grade __________

School Name ______________________ Teacher or Aide ______________________

Subject Matter: ( ) Reading Comprehension ( ) Math Problems and Application
( ) Other Reading ( ) Other Mathematics ( ) Other/Language Arts

Test Description:

Pretest __________ (name) __________ (edition) __________ (subtest) ______ (form) ______ (level) ___/___/___ (date administered)

Posttest __________ (name) __________ (edition) __________ (subtest) ______ (form) ______ (level) ___/___/___ (date administered)

NOTE: Cross through child's name and test score if only pretest OR posttest scores are available.

		Test Scores	
Student Name or Number	Test Level (if different from above)	Pretest NCE	Posttest NCE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

(Use additional pages for recording more scores.)

Total number of students with both pre and post scores, "N": |__________|

	Pretest	Posttest
Totals:		
Average NCE (total - N):		
Average NCE Gain:		

Form 581-2315B (Rev. 8/90) page 1

B MODEL A1 WORKSHEET (Side 2)

District Name ______________________________ Grade __________

School Name ______________________ Teacher or Aide ______________________

Subject Matter: ( ) Reading Comprehension ( ) Math Problems and Application
( ) Other Reading ( ) Other Mathematics ( ) Other/Language Arts

Test Description:

Pretest ________ (name) ________ (edition) ________ (subtest) ____ (form) ____ (level) ___/___/___ (date administered)

Posttest ________ (name) ________ (edition) ________ (subtest) ____ (form) ____ (level) ___/___/___ (date administered)

Grade ______ Level ______ Date Pre ____ Post ____

Student Name or Number	Test Level (if different)	Pretest NCE	Posttest NCE
1			
2			
3			
4			
5			
	Totals:		
	Average NCE:		
	Average NCE Gain:		

Grade ______ Level ______ Date Pre ____ Post ____

1			
2			
3			
4			
5			
	Totals:		
	Average NCE:		
	Average NCE Gain:		

Grade ______ Level ______ Date Pre ____ Post ____

1			
2			
3			
4			
5			
	Totals:		
	Average NCE:		
	Average NCE Gain:		

Grade ______ Level ______ Date Pre ____ Post ____

1			
2			
3			
4			
5			
	Totals:		
	Average NCE:		
	Average NCE Gain:		

Form 581-2315B (Rev. 8/90) page 2

Return to: Chapter 1 Program, Oregon Department of Education, 700 Pringle Parkway SE
Salem, OR 97310, Phone: 378-3606

C. CHAPTER 1 EARLY CHILDHOOD EVALUATION FORM

District Name ______________________ School Name ______________________

Grade: (Check One)
______ Pre-Kdg.
______ Kdg.
______ 1st Grade

Subject Matter: (Check one)
______ Reading
______ Language Arts
______ Math
______ Other (specify)

Length of Program: _______ weeks

Pretest: ______________________ Name of Test ______ Edition ______ Form ______ Level

Posttest: ______________________ Name of Test ______ Edition ______ Form ______ Level

Pretest Date: ______________ Posttest Date: ______________

Portion of Test administered:
_____ Subtest only
_____ Total test

Type of score reported:
_____ Raw
_____ Standard

Title of Subtest: ______________________________

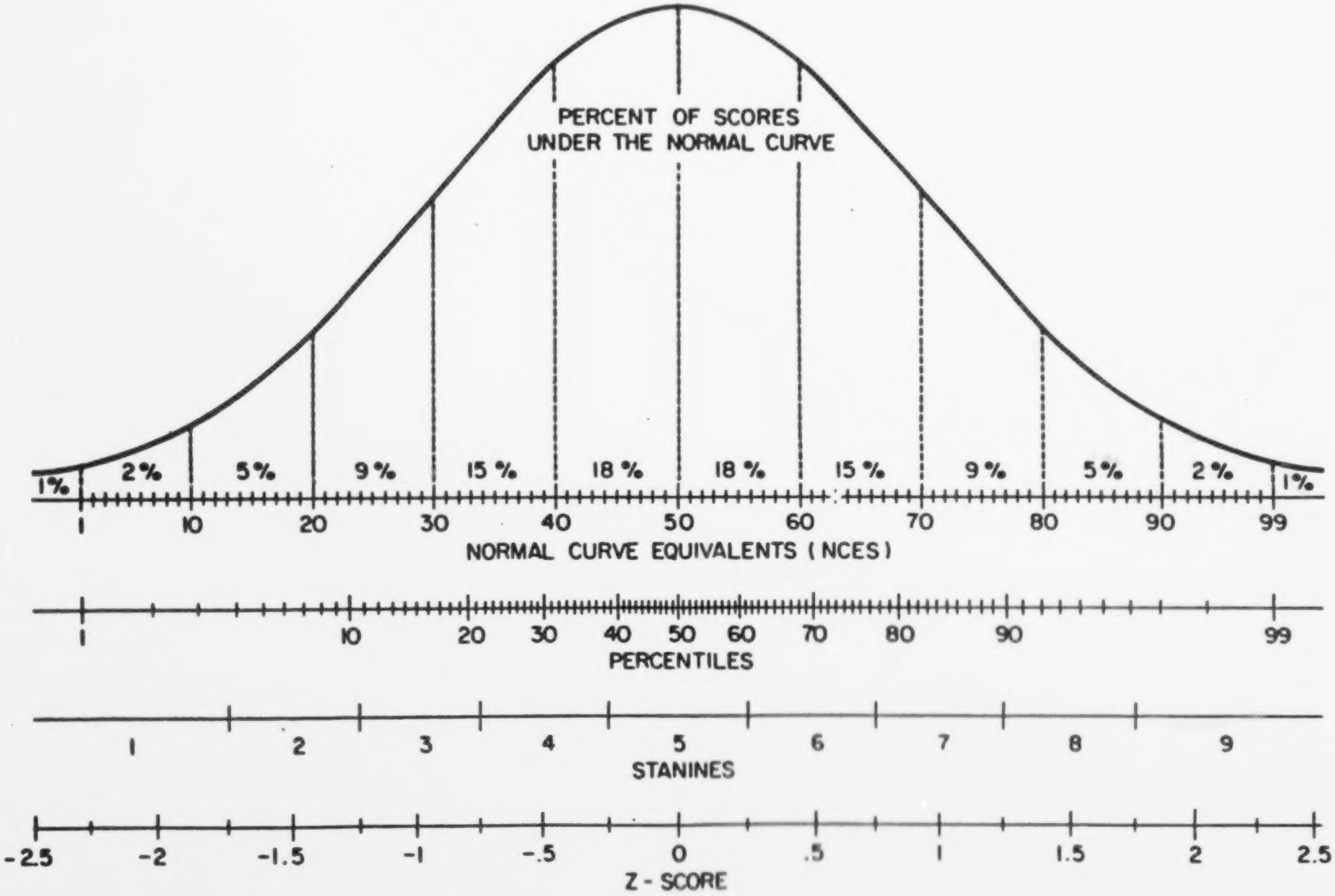
Student Information	Pretest Score	Posttest Score
Student Code #		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
Totals:		
Average Score:		

Form 581-2315 (Rev 2/90)

Percentile to NCE Conversion Table

%	NCE	%	NCE	%	NCE
1	1.0	34	41.3	67	59.3
2	6.7	35	41.9	68	59.9
3	10.4	36	42.5	69	60.4
4	13.1	37	43.0	70	61.0
5	15.4	38	43.6	71	61.7
6	17.3	39	44.1	72	62.3
7	18.9	40	44.7	73	62.9
8	20.4	41	45.2	74	63.5
9	21.8	42	45.8	75	64.2
10	23.0	43	46.3	76	64.9
11	24.2	44	46.8	77	65.6
12	25.3	45	47.4	78	66.3
13	26.3	46	47.9	79	67.0
14	27.2	47	48.4	80	67.7
15	28.2	48	48.9	81	68.5
16	29.1	49	49.5	82	69.3
17	29.9	50	50.0	83	70.1
18	30.7	51	50.5	84	70.9
19	31.5	52	51.1	85	71.8
20	32.3	53	51.6	86	72.8
21	33.0	54	52.1	87	73.7
22	33.7	55	52.6	88	74.7
23	34.4	56	53.2	89	75.8
24	35.1	57	53.7	90	77.0
25	35.8	58	54.2	91	78.2
26	36.5	59	54.8	92	79.6
27	37.1	60	55.3	93	81.1
28	37.7	61	55.9	94	82.7
29	38.3	62	56.4	95	84.6
30	39.0	63	57.0	96	86.9
31	39.6	64	57.5	97	89.6
32	40.1	65	58.1	98	93.3
33	40.7	66	58.7	99	99.0

NOTE: ***The Normal Curve Equivalent (NCE) measure is the Chapter 1 reporting measure. The NCE can be easily found if you have the student's achievement test percentile and use this chart for conversion. Many test services provide the NCE score as a part of their normal correcting procedure.***


PERCENT OF SCORES
UNDER THE NORMAL CURVE
1%
2%
5%
9%
15%
18%
18%
15%
9%
5%
2%
1%
1
10
20
30
40
50
60
70
80
90
99
NORMAL CURVE EQUIVALENTS (NCES)
1
10
20
30
40
50
60
70
80
90
99
PERCENTILES
1
2
3
4
5
6
7
8
9
STANINES
-2.5
-2
-1.5
-1
-.5
0
.5
1
1.5
2
2.5
Z - SCORE

INSTRUCTIONS TO COMPLETE
END-OF-YEAR REPORT FOR 1990-91 SCHOOL YEAR

Please provide a completed End-of-Year Report when you submit your grant application, which should be completed for mailing by May 18, 1991, or for you to bring to the application approval session scheduled for your area. Much of the information you will be providing will not be hard data but ESTIMATES, because we want this information before the end of the school year. The child count should be for anyone that has received significant service for any amount of time. **Significant probably means a child that was served for a week or more. In the past, we have said four months or more. We are changing that direction in this report to one week or more.**

THESE ARE THE DIRECTIONS YOU ARE BEING ASKED TO FOLLOW AS YOU COMPLETE THIS "END-OF-YEAR REPORT."

PART 1

Item 1: Please report the number of schools in which a program was offered at any time during this school year.

Item 2: Please report the number of children that were eligible to be served, not just those who were participating. Eligibility is according to your own district criteria. They are trying to find what percentage of the eligible children are actually being served.

Item 3A: This is an unduplicated count by gender of those participating students.

Item 3B: Please record the UNDUPLICATED COUNT of Chapter 1 students by racial/ethnic group.

Item 3C: This item asks you to identify the number of children you serve by their YEAR OF BIRTH.

Item 3D: This item asks you to identify the number of children you serve in your program by their status, that is, whether or not the child is a public school student, a student in a private school, or a student residing in or being served in a local facility for Neglected and/or Delinquent children.

Item 3E: Handicapping Condition means those under supervision of the PL 94-142 program.

Item 3F: Limited English-Proficient means a student that has difficulty speaking, reading, writing, or understanding the English language to the degree that this difficulty impairs the child's ability to learn successfully in the classroom where English is used.

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Item 4: Please give the number (duplicated count) of Chapter 1 students served during the regular school year by status of the school.

Item 5A: We need the number of students by grade level, by gender, and school status for the regular school year.

Item 5B: The column heading, "Carried Over" means number of children who were in a Chapter 1 program last year and were served this year. "New" means the number of children who either transferred in or are newly identified, or children whose turn has come next on the rank-order listing. "Exited" means a student who has left the program because his/her achievement has reached grade level or the expected level.

PART II

Chapter 1 Staff Information: Please note that this refers to FTE (full-time equivalent) staff paid from Chapter 1 funds. Definition of FTE is a local decision. Please enter to the nearest tenth of an FTE.

PART III

Program Improvement means schools that were identified as in need as a result of low test scores. Schoolwide projects means those that actually operated this kind of project as a result of having 75 percent or more students on free and reduced lunch counts.

PART IV

This information is new and you will have to do some estimating on this set of items. Hopefully, this will give us an estimate of the success we are having with parental participation on a statewide basis.

PART V

The CHAPTER 1 FINANCIAL INFORMATION is an estimated expenditure. We are asking for estimates, not hard figures. We ask that you estimate the expenditures through the end of the school year. District and Other Funds are appropriate only if your district supports the Chapter 1 program through contributions from these sources directly to the Chapter 1 program, either directly or in-kind. An example of other sources might be Chapter 2 funds.

Return to: Oregon Department of Education
Chapter 1 Program
700 Pringle Parkway SE
Salem, OR 97310-0290

DUE DATE: May 18, 1991

END OF YEAR REPORT
Chapter 1, ESEA Report for 1990-91 School Year

DISTRICT IDENTIFICATION

District Name: ______________________________

District Address: ______________________________

______________________________ County ______________

Contact Person Completing Report: ______________________________

Phone Number of Contact Person: _____- ________

PART 1. CHAPTER 1 PARTICIPATION INFORMATION REGULAR SCHOOL TERM

1. Give the number of schools operating Chapter 1 projects. ______

2. Give the number of children eligible to participate in Chapter 1 during the Regular Term. ______ Public ______ Nonpublic

3. Give The Number of Chapter 1 participants during the regular term.

   A. By Gender: ______ Male ______ Female ______ Total

   B. By Racial/Ethnic Group:

      ______ AMERICAN INDIAN OR ALASKAN NATIVE
      ______ ASIAN OR PACIFIC ISLANDER
      ______ BLACK, NOT HISPANIC
      ______ HISPANIC
      ______ WHITE, NOT HISPANIC
      ______ TOTAL

   C. By Year of Birth

      1968 ______
      1969 ______
      1970 ______
      1971 ______
      1972 ______
      1973 ______
      1974 ______
      1975 ______
      1976 ______
      1977 ______
      1978 ______
      1979 ______
      1980 ______
      1981 ______
      1982 ______
      1983 ______
      1984 ______
      1985 ______
      1986 ______
      1987 ______
      1988 ______
      TOTAL ______

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District ____________________

D. By Grade and Public / Nonpublic / Local Neglected or Delinquent Designation

Grade	Public	Nonpublic	Local Neglected or Delinquent	Total
Pre-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Total				

_______ E. Of those counted in the total in the lower right hand corner of "D", give the number of students with handicapping conditions.

_______ F. Of those counted in "D", give the number of limited english proficient students.

4. Give the number of Chapter 1 participants during the regular term by type of service and Public / NonPublic / Institutional designation.

Service Area	Public	Nonpublic	Local Neglected or Delinquent	Total
Instructional				
Reading				
Other Language Arts Not Above				
Mathematics				
Other (Specify)				
Supporting				
Guidance Social Work				
Health Nutrition				
Pupil Transportation				
Other (Specify)				

District ______________________

5. Student Status Information

5A. Number (unduplicated count) of regular-term Chapter 1 students.

Grade	Public		Nonpublic		N & D
	Female	Male	Female	Male	
Pre K . .					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10. . . .					
11. . . .					
12. . . .					
Total					

Public: = Total ____ Box A-1

Nonpublic: = Total ____ Box A-2

5B. Number of unduplicated students using services by status.

Grade	Public				NonPublic			
	Carried Over From Last Year	New to Program		Exited Students at Grade Level	Carried Over From Last Year	New to Program		Exited Students at Grade Level
Pre K								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
TOTAL			= Total ____ BOX B-1				= Total ____ BOX B-2	

District ____________________

PART II. CHAPTER 1 STAFF INFORMATION

For the Period Covered by this Report: Give the number of staff employed in Chapter 1 projects during the regular term.

Report in Full-time Equivalents by Job Classification.

Job Classification	Full-Time Equivalents
Administrators (Non Clerical)	
Teachers	
Teacher Aides	
Staff Providing Supporting Services (Non Clerical)	
Clerical Staff	
Other (Specify)	

PART III. CHAPTER 1 PROGRAM INFORMATION REGULAR SCHOOL TERM

For the period covered by this report: Give the number of schools subject to school program improvement provisions. _______

Give the number of schools operating schoolwide projects. _______

PART IV. PARENTAL PARTICIPATION

- Number of parents of Chapter I students attending the building Chapter 1 annual meeting. ____________
- Estimated percentage of parents of Chapter I students attending parent-teacher conferences.

  Fall ____________

  Winter ____________

  Spring ____________

- Estimated number of parents consulted in the planning of your program: _____________

District ____________________

- Estimated percentage of parents observing their child in an instructional setting. ____________ (20 minutes or more)

Approximate

- Estimated percentage of parents contacted by telephone. ____________
- Estimated number of documents (i.e., newsletters, calendar with activities, handbooks, packets, etc.) distributed. A newsletter sent monthly for nine months would be 9 for this document.

____

PART V. CHAPTER 1 FINANCIAL INFORMATION

Indicate the estimated expenditures and sources of funds used to support your Chapter 1 program.

Indicate the estimated expenditures and sources of funds used to support your Chapter 1 program.

Chapter 1 Funds . . . . $________________
District Funds . . . . $________________
Other Funds (Specify) ________________ $________________

Total Funds . . . . $________________

XIII. PROGRAM IMPROVEMENT

PROGRAM IMPROVEMENT

Each school served with Chapter 1 funds must annually review the effectiveness of the project. This means you must look at the progress made toward the following: (a) meeting the aggregate achievement goals; and (b) achieving the desired outcomes. Your findings must be made available to teachers, parents of the participating children, principals, and other interested parties.

If that review concludes that the aggregate achievement goals were not reached or the desired outcomes had not been attained, a school program improvement plan must be submitted and implemented by September of the following year. Of course, we would like to see a plan implemented as soon as possible.

If any child served by the program has not made progress as measured by the achievement test and/or desired outcomes, that student must be identified.

If the child fails to make progress for two years in a row, a thorough assessment of the child's educational needs must be made and that information used to modify the child's program.

Documentation must be maintained to show compliance with the review process. Please call Cliff Eberhardt at the Oregon Department of Education, 378-3606, when assistance is needed for school(s) identified for program improvement.

STATE (SEA) AND PRACTITIONER CHAPTER 1 SCHOOL IMPROVEMENT PLAN

> LEA's shall conduct an annual review of the effectiveness of its Chapter 1 project in improving student performance and the desired outcomes described in the LEA's application;. . .

The consensus of the practitioners was to change the first bulleted item relating to 0 NCE. On February 27, 1991, the practitioners recommended the NCE scans to read:

NCE SCORES BELOW WHICH WILL PLACE A BUILDING ON PROGRAM IMPROVEMENT:

	89-90	90-91	91-92	92-93
Elementary Level - Grades 2-5	1	1	1	2
Secondary Level - Grades 6-12	1	1	1	2

The annual desired outcomes expected are:

(1) Improved attendance
(2) Decrease in dropout rate, building-wide
(5) Skills attained
(6) Increase in parental involvement
(7) Other measurable outcomes

The Program Improvement Plan was finalized and is attached. Exhibit 1, 13 Attributes of Effective Chapter 1 Programs, has been expanded to include definitions.

STATE (SEA) AND PRACTITIONER CHAPTER 1 SCHOOL IMPROVEMENT PLAN

Overview and Reference to the Federal Register

May 19, 1989, Federal Register, Pages 21766 - 21768

> "The State Educational Agency (SEA) shall develop, in consultation with the committee of practitioners, a plan for program improvement for the Local Educational Agency (LEA) building(s) or student(s). The purpose of the plan is to improve the Chapter 1 program for educationally-deprived children so they succeed in the regular program, attain grade level proficiency, and improve achievement in basic and more advanced skills."

- Consultation With Practitioners

- Proposed Standards

  The objective measures and standards the state and local districts will use to assess aggregate building performance will show positive NCE gains indicating substantial progress towards meeting desired outcomes. The outcome will be student improvement. The vehicle used will be school improvement.

- The guidelines for school or student plans will be determined by practitioners and the SEA.

- Evaluation reports will be submitted annually for the Chapter 1 school(s) or student(s).

- Written commitment to the improvement plan must be for a three year period and the special funds may be continued during that time even with positive results.

- Chapter 1 schools with minimal gains will also be encouraged to volunteer for program improvement. Program Improvement Funds may be available for schools volunteering for program improvement with positive NCE's.

1988-89 EVALUATION DATA COLLECTED

- The 1988-89 Annual Evaluation Report is filed with the SEA.

- The LEA identifies school(s) and student(s) which have not met achievement standards on a nationally named test with NCE's.

- LEA aggregates achievement scores of Chapter 1 students within grades by Chapter 1 school.

FIRST YEAR OF PROGRAM IMPROVEMENT, OR AS SOON AS POSSIBLE

The following activities will be implemented the first year. During the second and third years, the first year's activities will be reinforced. Activities will be placed in priority order.

- A list of schools identified with 1 NCE or lower will be on file at the SEA. Schools volunteering for program improvement will be accepted to place on a "Program Improvement School District List." Schools selected receive additional SEA staff assistance.
- School conducts annual needs assessment using the 13 "Attributes of Effective schools programs (list attached), to survey parents, students, and staff.
- Staff and parents with identified schools needing assistance will be expected to attend curriculum or instructional regional training workshops to address specific (program) needs; i.e. reading comprehension or math problem-solving.
- School identifies curricular and/or instructional needs of staff.
- School plans, implements, and evaluates each Chapter 1 improvement plan.
- School ensures Chapter 1 instructional goals are congruent with district instructional skills.
- School has Chapter 1 staff meet with regular staff frequently to monitor program improvement plan.
- During monitoring visits, the SEA specialist will review the LEA plan for the school(s) or student(s).
- LEA describes plan specifically addressing school(s) needs and student(s) needs.
- Professional consultation will be available with specialist from reading, math or language arts.
- Continue Evaluation Summer School Program or Regional Summer School Programs in geographical areas of Oregon for school identified on the local plan.
- SEA will monitor by interviewing staff, students, or parents involved in the program improvement effort in the building.
- SEA and LEA will monitor the extent of program implementation.
- Schools that have a positive NCE gain will no longer be required, but may choose to remain in the program improvement plan for one more year.
- Technical assistance is available from RMC (Research Management Corporation) 1-800-451-4407, or NWREL (Northwest Regional Educational Laboratory), Portland, 275-9584.

SECOND YEAR OF PROGRAM IMPROVEMENT, OR AS SOON AS POSSIBLE, A PLAN MUST BE DEVELOPED AND IMPLEMENTED BY THE DISTRICT FOR THE SCHOOL

- NCE Scores below which a building will be placed on program improvement: Elementary and Secondary Level - 1 NCE.

- Pre- to post-test to second post-test (sustained gains) achievement results are reported annually for an identified Chapter 1 school or group of students.

- LEAs and schools in consultation with parents, staff, administration, Chapter 1 staff, and SEA Chapter 1 Specialist will revise specific plan for school improvement or student(s), "or other improvements to meet the needs of participating students."

- Staff and parents with identified schools needing assistance will be expected to attend curriculum or instructional regional training workshops to address specific (program) needs; i.e., reading comprehension or math problem-solving.

- Conduct annual needs assessment using the 13 Attributes of Effective Chapter 1 Programs to survey parents, students, and staff.

- LEA/school plans, implements and evaluates each school improvement plan.

- LEA/school ensures Chapter 1 instructional goals should be congruent with district instructional skills.

- LEA/school has Chapter 1 staff meet with regular staff frequently to monitor program improvement plan.

- LEA/school identifies curricular and/or instructional needs of staff.

- Professional consultation will be available with specialist from reading, math, or language arts.

- SEA will monitor by interviewing staff, students, or parents involved in the program improvement effort in the building.

- SEA and LEA will monitor the extent of program implementation.

- Schools that have a positive NCE gain will no longer be required but may choose to remain in the program improvement plan for one more year.

- Technical assistance is available from RMC (Research Management Corporation), 1-800-451-4407, and NWREL (Northwest Regional Educational Laboratory), 275-9584.

THIRD YEAR OF PROGRAM IMPROVEMENT, OR AS SOON AS POSSIBLE, A JOINT STATE AND DISTRICT PLAN MUST BE IMPLEMENTED

- NCE scores below which a building will be placed on program improvement: Elementary Level - Grades 2-5: 4; Secondary Level - Grades 6-12: 2.

- Post-to-post (sustained gains) achievement results are reported annually by the LEA for identified school or group of students.

- School, LEA and SEA jointly, in consultation with parents and staff, will revise specific plan for school improvement or other improvements to meet the needs of participating students.

- Staff and parents with identified schools needing assistance will be expected to attend curriculum or instructional regional training workshops to address specific needs; i.e., reading comprehension or math problem-solving.

- Conduct annual needs assessment using the 13 attributes of effective schools/programs, to survey parents, students, and staff.

- School/LEA and SEA plans, implements, and evaluates each school improvement plan.

- School/LEA and SEA identify curricular or instructional needs.

- Chapter 1 instructional goals are congruent with district instructional goals.

- Chapter 1 staff and regular staff schedule frequent meetings to plan instructional strategies.

- School and LEA describes plan specifically addressing school needs and student(s) needs.

- Professional consultation will be available from reading, math, or language arts.

DEFINITIONS:

NCE - Normal Curve Equivalent

LEA - Local Educational Agency - School District

SEA - State Educational Agency

EXHIBIT 1

ATTRIBUTES OF EFFECTIVE CHAPTER 1 PROGRAMS

1. Positive School and classroom climate.
   - Classroom behavior conforms to explicit standards.
   - A secure, attractive environment is provided where the emphasis is on academic achievement.
   - Students are allowed and encouraged to develop a sense of responsibility and self-reliance.
   - Teachers pay attention to student interests, problems and accomplishments both in and out of the classroom.
   - A task-oriented but relaxed classroom atmosphere is maintained where students find encouragement and little criticism.
2. Clear goals and objectives.
   - Learning goals and objectives are selected or approved by teachers.
   - Goals focus on improving student performance.
   - Learning goals and objectives are clearly defined.
   - A value system emphasizing academic achievement is shared by staff, students and parents/community.
   - Most parents are aware of program goals.
3. Coordination with the regular school program and other special programs.
   - Chapter 1 program curriculum is congruent with the regular school curriculum.
   - Special attention is focused on building good continuity across grade levels and program.
   - Chapter 1 teachers know how their instructional objectives fit with the regular curriculum.
   - Specific provisions are outlined for coordination between teachers in Chapter 1 and the regular curriculum.
   - Collaborative curriculum planning and decision making are typical.
4. Parent and community involvement.
   - Procedures for involvement are clearly communicated to parents and used consistently.
   - Parents and volunteers have options for becoming involved in activities that support the instructional program.
   - Staff members provide parents with information and techniques for helping students learn.
   - There is frequent two-way communication between parents and Chapter 1 staff.
   - Parents are aware of their responsibilities for helping students learn.
5. Professional development and training.
   - Emphasis is given to staff development/training and teacher skill building.
   - Staff development opportunities are attractive to Chapter 1 staff.
   - Staff members provide parents with information and techniques for helping students learn.
   - Staff development and training are supported with time and other necessary resources.
   - Feedback from instructional observations emphasizes improving instruction and boosting student achievement.

EXHIBIT 1 (Cont.)

6. Evaluation results used for program improvement.
    - Staff follow simple routines for collecting, summarizing and using student achievement information.
    - Test results, grade reports, attendance records and other methods are used to spot potential problems.
    - Assessment results are used to evaluate the program and target areas for improvement.
    - Program improvement efforts are periodically reviewed; progress is noted and the improvements focus is renewed or redirected.
    - Local Chapter 1 evaluation results are compared to state and national results as one gauge of program effectiveness.

7. Strong leadership.
    - Program leadership has a clear understanding of the program's goals and is able to clearly articulate them.
    - Program leadership believes that all students can learn.
    - Leaders initiate organized and systematic improvement procedures.
    - Leaders carefully monitor new practices.
    - Leaders are viewed by teachers as having relevant instructional expertise, as well as management skills.

8. Appropriate instructional materials, methods and approaches.
    - Teachers focus student attention on less objectivity by stating approaches plainly and referring to them frequently.
    - Teachers set and maintain a brisk instruction pace.
    - Academic tasks are matched to lesson content so student success rate is high.
    - Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skill.
    - Regular, focused reviews of key concepts and skills to check student retention.

9. Maximum use of academic learning time.
    - Classes and other activities start and end on time.
    - Classroom routines are smooth and efficient.
    - Teachers have assignments or activities ready for students when they arrive.
    - Very little time is spent on non-learning activities.
    - Students are actively and successfully engaged in learning activities for a significant portion of each day.

10. High expectations for student learning and behavior.
    - Standards for learning are both challenging and attainable.
    - An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.
    - Students are expected to complete their work and meet recognized standards of quality.
    - All students are given approximately the same number of response opportunities.
    - Positive techniques are the primary means of managing student behavior.

EXHIBIT 1 (Cont.)

11. Closely monitored student progress.
    - Assessment procedures routinely check student progress.
    - Teachers encourage parents to keep track of student progress.
    - To check understanding, teachers ask clear questions and make sure all students have a good chance to respond.
    - Observable systems are used to monitor the academic progress and skill mastery of students.
    - Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.

12. Regular feedback and reinforcement.
    - Assigned work is checked; students are given quick feedback.
    - Feedback to students is tied to learning objectives.
    - Correction or reteaching occurs in response to student errors.
    - The classroom is characterized by frequent and consistent reinforcement for academic achievement and excellent behavior.
    - Feedback to students is simple and clear to help them understand and correct errors.

13. Excellence recognized and rewarded.
    - Teaching excellence in the program is recognized.
    - Awards are set at several different levels of performance, providing all students with opportunities for success and recognition.
    - Recognition is based on comparison to standards rather than comparison to peers.
    - Students' accomplishments for academic achievement and excellent behavior in the Chapter 1 program are also recognized in the regular classroom and school.
    - Parents are told about student successes.

EXHIBIT 2

NCE SCORES BELOW WHICH A BUILDING WILL BE PLACED ON PROGRAM IMPROVEMENT

	89-90	90-91	91-92	92-93
Elementary Level - Grades 2 through 6	1	1	1	2
Secondary Level - Grades 6 - 12	1	1	1	2
Pre-K-K on 1	Evidence of positive measurable desired outcomes, including a checklist of appropriate practices.			

POSSIBLE "EXPECTED" DESIRED OUTCOMES WHICH MUST BE MEASURABLE

(1) Improved attendance

(2) Decrease in dropout rate, building-wide

(5) Skills attained

(6) Increase in parental involvement

(7) Other measurable outcomes

XIV. ASSIGNMENT OF PERSONNEL

ASSIGNMENT OF PERSONNEL

PROGRAM STAFF

The ratio of program staff to the number of children to be served should be high enough to provide concentrated, individualized services. Use should be made of a variety of personnel other than professional classroom staff. Parents of participating children, volunteers, and persons in the community with special skills should be considered in the selection of the staff needed to provide the specified services.

Before submitting a program, the following areas must be thoroughly explored:

1. Personnel employed for positions in Chapter 1 programs must meet Oregon Teacher Standards and Practices Commission (TSPC) certification for the type of work to be performed. If there is any question concerning certification or the need for special endorsement, districts should immediately contact TSPC for advice. A misassignment discovered at a later date could prove costly.

2. School districts must be reasonably assured that the necessary personnel will be available for the period of the program.

3. Personnel employed for Chapter 1 programs are expected to work exclusively with Chapter 1 identified children. The only exception to this rule would be the second item on page 10, Allowable Costs.

4. At no time may Chapter 1 funds be used to supplant personnel services formerly provided by district funds.

Teachers and other staff may receive compensation in excess of their contracted salary if they are assigned additional responsibilities necessitating additional time assignments beyond those for which they already have been contracted to perform.

Salaries for teachers and educational assistants employed in the Chapter 1 program should conform to the adopted district salary schedule for the positions they hold. There is no justification for paying these staff members on a lower rate than the regular district staff.

Public school personnel paid entirely by Chapter 1 funds may be assigned to limited, rotating supervisory duties which are also assigned to other personnel. These are duties such as playground, cafeteria, or bus supervision and not such tasks as substitute teaching, teaching a special class such as foreign languages, or possibly a TAG program. This option is further discussed in the section on Allowable Costs.

Limitations of Use of Teacher educational assistants

As teacher educational assistants are beginning to play an ever increasing role in the formation of Chapter 1 programs, program applicants must comply with the Oregon Administrative Rule (OAR 581-37-015) concerning the employment and use of these staff members.

Salaries for educational assistants should conform to the adopted district salary schedule for educational assistants. In the absence of a salary schedule for educational assistants, the district should be guided by the state average pay for teacher educational assistants.

The district should be very careful in assigning educational assistant responsibilities:

1. Educational assistants must not be allowed to take charge of class activities without the direct supervision of a certificated teacher.
2. Educational assistants shall never be used as substitute teachers, to relieve teacher overload or fill-in in the case of teacher absence. This is a trap districts can easily fall into and should be avoided.

Salaries Funded by More Than One Fund Source

Each position funded by Chapter 1 should be justified on the basis of program needs. These needs should be reviewed annually to determine whether they continue to exist. On occasion, an LEA may consider funding a position partially by local resources and partially by Chapter 1. In this event, a time distribution record should be maintained to show that the amount of time spent in Chapter 1 activities is commensurate with the percentage of salary being borne by Chapter 1. This requirement prevails for supervisory, other professional and nonprofessional positions. School superintendents and office managers cannot be reimbursed by Chapter 1 funds since these positions are contracted for the entire year and are fully supported by local funds.

On the other hand, if a school principal has a regular contract of 10 months, he could negotiate a supplementary contact of one or two months for the express purpose of administering the Chapter 1 program for the summer.

Avoiding General Aid

It must be demonstrably clear that if Chapter 1 funds are to be used to support staff positions, this arrangement must result in additional staff time beyond what is provided by local funds. General aid positions cannot be supported by Chapter 1 funds; i.e., librarians, media specialists, teachers in regular classrooms, cafeteria personnel, etc.

It is sometimes too easy to use a Chapter 1-funded teacher as a substitute when regular staff are absent. This is clearly a violation of Chapter 1 regulations as Chapter 1 then is placed in the position of paying for general fund responsibilities. A second point is that the Chapter 1 program is deprived of its continuity.

There is a temptation to use Chapter 1 funded teachers and educational assistants for programs other than Chapter 1. Chapter 1 teachers have been used to maintain competency records and others have been used to write PL 94-142 IEPs or perform other PL 94-142 duties. These activities are district responsibilities and should not be performed by Chapter 1-funded personnel. Any time a Chapter 1 person performs duties not called for in the Chapter 1 program application, the district is open to a charge of supplanting.

TEACHER INVOLVEMENT

LEAs must also consult with teachers of the children to be served in designing and implementing Chapter 1 programs. However, no particular form of teacher consultation is required. An LEA may wish to hold special staff meetings to discuss the Chapter 1 program or it may devote portions of regular staff meetings to Chapter 1. As with parent consultation, although only consultation with teachers of the children to be served is required, it is not inconsistent with Chapter 1 to involve all teachers.

The principal and the Chapter 1 coordinator need to be involved in the program. They might ask for Chapter 1 input from building staff at staff meetings periodically throughout the year. They might also be involved in ongoing consultation with Chapter 1 staff. The principal is the key to meaningful cooperation between the Chapter 1 and regular classroom teachers.

Options the LEA may consider are:

1. School planning committees comprised of parents and teachers;
2. District-wide open meetings;
3. Parent-Teacher Association meetings;
4. Chapter 1 program presented to all staff at the fall inservice programs;
5. Needs assessment questionnaire to all the teachers; and
6. Others at the LEA option.

All activities related to parent and teacher involvement should be well documented. (Example: minutes of meetings, newspaper items, school notices, etc.)

An LEA may use Chapter 1 funds to pay costs that are reasonable and necessary for the effective implementation of the LEAs plan for consultation with parents and teachers, including costs associated with meetings and other appropriate activities of the Parent Advisory Committee.

TIME AND EFFORT REPORTS OF STAFF AND COORDINATORS PAID IN PART FROM CHAPTER 1 FUNDS

Payrolls must be supported by time and attendance or equivalent records for individual employees chargeable to more than grant program or other cost objective which will be supported by appropriate time distribution records. Records will be kept on a regular basis, at least for two days per week, and should be attested to by signatures of the employee and supervisor. The method used should produce an equitable distribution of time and effort.

The SEA (State Department) and local school district should review the Chapter 1 work assignments made to all Chapter 1 and non-Chapter 1 personnel, and pay to such personnel only the amount commensurate with actual work performed for the Chapter 1 program. Time and effort records must be maintained for staff members paid in part from Chapter 1 funds.

Definition:

Paid in Part: When employees salary and benefits are paid out of more than one source or charged to more than one grant program or other cost objective.

All personnel must maintain a schedule of their assigned classes whether they are paid in part, part-time, or full-time.

Oregon Department of Education
700 Pringle Parkway SE, Salem, OR 97310-0290

Special Student Services
Chapter 1/Federal Programs

DETAILED TIME REPORT OF STAFF & COORDINATORS PAID IN PART FROM CHAPTER 1 FUNDS

Chapter 1
School:________________________________

Date:____________________

Staff Name:________________________________

Code:
S = With Chapter 1 Students
P = Preparation of Chapter 1 Materials
N = Non-Chapter 1 Activities

Signature:________________________________

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
9:00 - 9:15					
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00					
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2:30 - 2:45					
2:45 - 3:00					
3:00 - 3:15					
3:15 - 3:45					
3:45 - 4:00					

Total Chapter 1 Hours:__________

Non-Chapter 1 Hours:__________

Building Administrator's Signature:____

Form 581-2334 (New 7/90)

DU/cae/FED388//041591